

NEA Today

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PRESIDENT'S VIEWPOINT

None Dare Call It Reason

During his Presidential campaign and his first two years in the White House, President Reagan's statements on the issue of sex equity have been entirely consistent.

He has regularly maintained that he favors the E and the R—and opposes only the A—of the ERA. His rhetoric suggests that he believes women deserve full equality and equal rights, but that a constitutional amendment would be superfluous in achieving these goals.

Between the President's rhetoric and record, however, there appears to be a wide—and widening—gap. True, President Reagan has the distinction of appointing the first woman to the Supreme Court. But that gesture should not obscure the larger picture. And that picture shows that in this Administration, the E and the R are no safer and no more a priority than the A.

Nowhere is the President's record more in conflict with his stated commitments than in the area of educational equity.

Consider:

- The Women's Educational Equity Act (WEEA), created by Congress in 1974 to help open up opportunities for girls and women in schools and colleges, has toppled formidable barriers to educational equity. It enjoys overwhelming congressional support, in part because it has accomplished so much using so little (less than \$6 million in 1981-82). The President's proposal: zero funding.

- The National Advisory Council on Women's Education Programs (NACWEP) provides policy recommendations that aim to ensure the effectiveness of WEEA. The President's apparent intention: subvert NACWEP. The Administration orchestrated the replacement of NACWEP executive director Joy Simonson—a Republican who served admirably in both the Ford and Carter Administrations—with Rosemary Thomson. Thomson's credentials: director of the Illinois chapter of Phyllis Schlafly's Eagle Forum, ERA



NEA President
Willard McGuire

opponent, public enemy of educational equity, proponent of WEEA defunding.

- Title IV of the 1964 Civil Rights Act provides states and school districts with the technical assistance they need to comply with federal laws barring discrimination. Current annual federal funding for Title IV amounts to a nickel per student. The President's proposal: zero funding.

- The 1976 amendments to the Vocational Education Act

(VEA) are intended to overcome sex discrimination and sex stereotyping in vocational education programs. The President's proposal: replace the VEA with the Vocational and Adult Education Consolidation Act, a law that would eliminate every VEA provision relating to equal opportunity for women.

- Guaranteed student loans (GSLs) are the only form of federal assistance that hundreds of post secondary education institutions receive. Schools that accept federal funds must comply with all federal civil rights legislation. The Administration's strategy: rev up the doublespeak, argue that GSLs are not a form of federal aid, and so free these schools from the need to comply with federal laws that prohibit discrimination on the basis of sex, race, or handicap.

- Title IX of the Education Amendments of 1972 is the only federal statute that specifically addresses the issue of sex discrimination in education. The Administration's strategy: systematically undermine Title IX. The latest assault on Title IX

confirms this contention. The Education and Justice Departments have chosen not to challenge a court decision (*University of Richmond v. Bell*) that could severely limit Title IX's range of applicability (see "You and the Law," page 23).

The most lucid and penetrating objection to the Administration's stance comes in an August 10 letter signed by Reagan appointee Clarence M. Pendleton, head of the Civil Rights Commission. If unchallenged, claims the Commission, the *Richmond* decision could "decimate civil rights protection in education" and result in "substantial federal support for sex discriminatory activities."

The Reagan Administration's actions are reversing women's progress toward educational equity. And this retreat from justice is occurring at a time when women constitute 67 percent of those below the poverty level in this country. The President's policies, because they are closing the doors to educational opportunity for women, guarantee that this feminization of poverty will continue—and accelerate.

TRENDS



Let There Be Lightning

"History written in lightning." That's the phrase President Woodrow Wilson chose to describe the 1915 film epic "The Birth of a Nation."

Today, more than 65 years later, there is a growing consensus that the lightning belongs in the classroom. As teaching devices—sources of information about the values and value conflicts of earlier eras—commercially produced films have earned newfound respectability.

And historians, among them Arthur M. Schlesinger, Jr., applaud this development: "Film is the only art where the United States has really made a difference—film has been the most potent vehicle of the American imagination."

Wrong Again, Mr. President

The U.S. public regards "developing the best educational system in the world" as far more important than "building the strongest military force." And an increasing percentage of Americans wants the federal government to make public education a higher spending priority.

These findings are among those that emerged from the 1982 Gallup Poll of the Public's Attitudes Toward the Public Schools. Asked to choose among 11 federal spending priorities, Americans placed education first. And they opposed—by more than 75 percent—any reduction in the nation's teaching force or in teacher salaries.

The Pick of the Literate

The 50 million Americans born between 1946 and 1957 gave energy to the antiwar movement of the 60's and birth to the "Me Decade" syndrome of the 70's. But the baby boom generation may ultimately be remembered neither as hippies nor as ego-

maniacs, but rather as scholars.

The boom generation is the best educated in U.S. history. If future generations continue the present trend of pursuing fewer advanced degrees, muses Landon Jones in *Great Expectations: America and the Baby Boom*, then the postwar generation may someday have the unique destiny of "turning old age into the last bastion of culture and sophistication."

Violence in Toyland

Sales of traditional toys are down, and those in the high violence categories are up—way up, according to Thomas Radecki, chair of the National Coalition on Television Violence.

In the past year, sales of traditional toys—trains, doll houses, board games—have dropped by 9 to 22 percent. Meanwhile, violent videogames dominate the market, military board games are selling extremely well, and toy gun sales are up 200 percent in the last four years.

Radecki notes that home videogames—the fastest growing area of the toy industry—tend

to lure players into the "joy" of violent skills (e.g., shooting a laser, launching a rocket).

The Employed Mom Myth

With very few exceptions, the school achievement of children whose mothers work outside the home differs little from that of children whose mothers stay

home. Alarm over maternal employment "rests on the developmental theories of another era," according to a panel of the National Research Council, an arm of the National Academy of Sciences.

The Panel's report, *Families That Work: Children in a Changing World*, is available for \$15.95 (prepaid) from the National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418.

Give Peace a Chance

"An urgent, dedicated hunger for peace in a nuclear era has overtaken our people."

Pollster Lou Harris rests this claim on his April 1982 survey, which found that the public wants, by 72 to 23 percent, a worldwide nuclear weapons ban; by 86 to 11 percent, a U.S.-Soviet agreement to reduce current nuclear arsenals; by 61 to 37 percent, the destruction of all nuclear weapons.



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THE FALL SCENE

Tight School Budgets Force New Cutbacks

Each fall as a new school year begins, reporters deluge state Associations and the NEA with one question: How many teachers are on strike?

Strikes make news. But this year, as usual, few press reports delved into the problems facing striking school employees—or the more than 99 percent of the Association's members who returned to their jobs on time.

Had reporters asked, however, NEA members from California to Maine could have told them of massive cutbacks in their school budgets. Cuts are spelling higher class loads, fewer new textbooks, more limited course offerings, fees for once free extracurricular activities, layoffs, pay freezes, and on and on.

School districts in some seven states experienced strikes this fall—about the same number as last year. Many were in Pennsylvania, where bread and butter issues—salaries, fringe benefits, and working conditions—were at the heart of most contract disputes.

In Michigan, where teacher layoffs and school program cuts have become legend, 16 NEA affiliates went on strike.

In at least one district—the Waterford school system, outside Pontiac—not even the teachers' offer to accept a one-year pay freeze moved the board.

"We offered to take the freeze, knowing the district had lost massive amounts of state aid," says local President Bob Donelson, "but the board wanted to eliminate arbitration. We just couldn't accept that." The four-day strike ended with the local agreeing to a one-year mediated settlement.

There were few strikes west of the Mississippi, but in at least two Pacific states, formerly strong educational programs are in jeopardy.

In California's east Bay Area, the Emeryville school board has approved a plan that practically dismantles the system.

The proposed cuts include reducing the number of substitute teachers by two-thirds; eliminating all teacher aides except those in categorical programs; axing

driver ed, adult ed, and a third of all athletics programs; and adding a student athletics fee. What's more, the board is now trying to weasel out of a scheduled 5 percent raise negotiated last spring by the Emeryville Teachers Association. A similar ploy provoked a strike this fall by education support workers.

Farther north in California, schools are also reeling from budget cuts. In Shasta County, Association member Roy Johnson says the cuts are a result of the area's high unemployment.

"We're heavily dependent on the lumber industry," he notes, "so the Reagan Administration's economic policies, which have just about eliminated new home construction, have caused massive joblessness here. People are leaving the area, and that means declining enrollments and less money for our schools, cutbacks in

education programs—and, for teachers, the burden of holding the system together."

The problems of a lumber-dependent state also threaten Oregon schools. The legislature has met in special session an

"People are leaving the area and that means declining enrollments, less money for our schools, program cutbacks—and, for teachers, the burden of holding the system together."

—Northern California elementary teacher Roy Johnson

unprecedented four times in the past year to rebalance the budget in light of declining tax revenues. And each time, public school funding has suffered.

Things will get worse if Oregon voters pass Ballot Measure No. 3 on Election Day. This Proposition 13-style initiative would impose a statewide cap on property taxes.

Still, there's a ray of sunshine amid the gloom in Oregon. Thirty-six of 41 local tax levies on the ballot in September won voter approval. In 10 of those districts, without new tax revenues, schools would have had to shut down entirely.

"No question, Association activists across the state made the difference," says Ted Romoser, president of the Oregon Education Association. "Not only were we organized in support of the levies, but in some cases we ran the entire effort. It just proves that districts must go to their best resources—teachers and other organized employees—for these campaigns."

—Bill Fischer

Joe Di Dio



NEA Seeks Landmark Legislation To Help Schools Meet National Needs

Almost a quarter century after passage of the National Defense Education Act (NDEA) helped put the United States in the lead in space exploration, NEA is once again urging Congress to pass a landmark bill to meet the growing challenges of international technology.

The American Defense Education Act (ADEA) "would be a first step toward a renewed federal commitment to instruction in mathematics, science, guidance and counseling, foreign languages, communication skills, and new technologies," explains NEA President Willard McGuire. "It would also help the military meet its sophisticated personnel needs."

Introduced in both houses of Congress over the summer and the subject of House Education and Labor Committee

hearings in September, the ADEA would provide funds to address specific problems that plague today's schools—especially the chronic shortage of science and mathematics teachers and the decline in the study of foreign languages.

These and other educational shortcomings have brought on a crisis of national proportions—threatening U.S. ability to keep up with other countries.

Testifying before the House committee, McGuire called the ADEA an essential measure whose time has come.

"What we need is a renewed federal commitment to our education process," he stated. "We believe the ADEA is the appropriate vehicle."

The NDEA fellowships of the late 1950's and early 1960's helped train a

whole generation of American teachers. Margaret Thatcher, a German and English-as-a-second-language teacher at Council Rock High School in Newton, Penn., recalls that her NDEA grant provided excellent training.

"Through the NDEA, I studied German history and archeology in Bad Boll, Germany," Thatcher says. "I also took a methods course that proved to be invaluable to me."

ADEA, if passed, will pave the way for federally funded training—and retraining—of the teachers America needs to face the challenges of the 1980's and beyond.

One of the most attractive features of this NEA-backed proposal is that the beefed-up education programs it supports would be run by local school systems—with teachers, parents, administrators,

school boards, appropriate bargaining agents, business, industry, and the community all playing a role.

Local district participation would be voluntary. Each district would develop its own program for improving instruction and achievement in math, science, communication skills, foreign languages, and technology. The ADEA would fund student preparation for employment, technical training, higher education, citizenship, and service in the nation's defense.

"We've gotten the concept before Congress and into the discussion stages," explains NEA's McGuire. "We'll move on the bill and its funding in the next Congress."

—Marian Clayton

Sex Bias in The Schools

Will Alice's Past... Be Christy's Future?

As a single woman, Alice was always conscious that she had to toe the line. "Your social life was more on display," she recalls. "You could date but not drink or smoke in public."

In 1936 Alice Hartwell started teaching French in Island Falls, Maine. She earned \$690 a year.

In those days before collective bargaining, when teachers signed individual contracts with their superintendent, the men got higher salaries.

"That's just the way it was," says Alice. "It was understood that a man earned more because he had a family to support. We bought into that, because most of us were unmarried or widows."



Jay Reiter

During the early 1950's, Alice was denied a teaching job in Needham, Massachusetts—because, by then, she was married. A teacher like Alice who married could usually keep her existing job, but her chances of being hired anywhere else were slim.

"The school boards were afraid you'd become pregnant, or your husband would be transferred, or you wouldn't devote all your energies to teaching," Alice remembers.

"Back then," she adds, "if you got pregnant, you were out of the classroom even before you started to show."

Alice Hartwell is retired now. She lives in Waterville, a small Maine town. One of her newfound friends at her summer home in Boothbay Harbor is eight-year-old Christy Van Aken.

Alice wonders a lot about Christy and her future. If Christy becomes a teacher in the 1990's, will she still face the low pay and low status that have characterized the predominantly female teaching profession?

There's no doubt that America has made significant progress in the fight against sex bias in the schools. Pregnancy, for instance, no longer means forced unemployment.

"Today," says Alice Hartwell, "a pregnant woman can continue to teach until she delivers, if she so chooses." Alice fought hard for that right in the 1970's as president of the Waterville Education Association.

Federal legislation has also made a substantial impact. Laws now forbid discrimination on the basis of gender, including pregnancy. As a student, young Christy Van Aken faces fewer forms of sex discrimination, thanks to laws like Title IX of the 1972 Education Amendments.

Title IX—which NEA urges the Reagan Administration to enforce—bans sex discrimination in educational institutions that receive federal funds. Under Title IX:

NEA Book Can Help

The second revised edition of *Sex Role Stereotyping in the Schools*, edited by Elizabeth Hirzler Weiner, is an anthology designed to raise teacher awareness of how sex role stereotyping narrows the education process—and the people involved. 1980. 120 pp. \$7.75. Stock no. 1490-1-0D. To order, write to NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

- The percentage of girls taking part in high school varsity athletics has increased fivefold, from 7 to 35 percent.

- College athletic scholarships for women have jumped from zero to 10,000 a year.

- The policy of separate college admissions practices for men and women—such as requiring women to have higher test scores—has been abandoned.

Significant advances have also taken place in the courts, as NEA's Kate Frank/DuShane Unified Legal Services Program has backed teachers willing to stand up for their rights:

- An education professor at New Hampshire's Keene State College won retroactive promotion to full professor status after proving that she would have been promoted two years earlier had she been a man.

- A female basketball coach in West Virginia sued the Marshall County Board of Education for paying female coaches less than male coaches, and for refusing to consider hiring a woman to coach a boys' team. A federal court ruled the board's conduct illegal.

- A Florida kindergarten teacher challenged the Orange County school board, which had denied her permission to breastfeed her infant in private during her duty-free lunch period. The Fifth U.S. Circuit Court of Appeals ruled that a school board can't preclude such action without sufficient reason.

Also changing are the stereotypes that channel women into the "traditional" women's curriculum.

In 1972, some 65 percent of all female students in vocational education chose traditionally female-intensive programs. By 1980, only half were still electing such courses. In 1975, half of all girls and women in voc ed were enrolled in home economics. By 1978, 63 percent were in programs providing direct employment skills.

But, despite these and other changes, educational equity for women remains a distant goal. "The unratified Equal Rights Amendment stands as a symbol of all the progress that's yet to be made," says John Cox, director of NEA Human and Civil Rights.

Title IX has indeed broken down obstacles to opportunity, but male students continue to dominate professional schools as well as interscholastic and intercollegiate athletics.

More women than ever before are indeed getting the education they need to enter occupations formerly considered all-male preserves. But vocational courses are still largely sex-segregated.

Most women in education now do earn equal pay with their male colleagues. But education, as a profession still largely female, remains distinctly underpaid compared to other professions that demand comparable training, skills, and responsibilities.

The average beginning pay for a teacher with a bachelor's degree was \$12,800 last year. Beginning computer programmers started out at over \$20,000.

"I believe," says Linda Tarr-Whelan, director of NEA Government Relations, "that the women's movement has to move toward economic issues. Because teaching is seen as a woman's profession, salaries for both sexes have been artificially kept down."

New teachers today must balance their desire to work with young people against the prospect of a life of financial struggle.

After 42 years in the classroom, Maine's Alice Hartwell, a native speaker of French who holds three degrees, was earning less than \$16,000 when she retired in 1978.

"Those people who are in life-saving, life-molding jobs, such as nursing and teaching, are told repeatedly in their paychecks that their work is of small importance to this society," noted NEA

See related features on pages 2, 6, 23, and 27 of this issue.

Secretary-Treasurer Mary Hatwood Futtrell in recent congressional testimony. "We're reinforcing the idea that people who work with things are more important than people who work with people."

Turning that idea around will require a long and organized struggle for equality. NEA members are already fighting—on a number of fronts.

Teacher and school support delegates at the 1982 Representative Assembly confirmed NEA's commitment "to the swift realization of equal rights for wom-

en and men under the law of the United States and each of the states."

They endorsed a new NEA Action Plan for Sex Equity, which includes—

- Sponsoring the reintroduction of the Equal Rights Amendment in Congress and working for its passage.

- Backing a "Women's Rights Vote" registration and get-out-the-vote campaign to show the public's strong support for equality.

- Protecting gains made under Title IX of the 1972 Education Amendments, and making changes in the Social Security Act, the tax code, and other programs to achieve economic equity for both sexes.

- Working with other organizations to pass legislation to correct state laws that treat persons inequitably because they are of different gender.

In addition, NEA is working to encourage employers to recognize pay equity—the concept that different jobs equal in value to an organization ought to be equally compensated, whether the jobs are performed by men or women.

The 1982 Representative Assembly pledged NEA's support to "all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued," such as teaching and educational support positions.

If Association members are to succeed in raising the pay and status of all who work in education, we will indeed have come a long way since Alice Hartwell began her career. We can do no less: Christy Van Aken and her classmates are watching.

—Barbara Lawless

One Teacher Can Make a Difference



Mimi Dash encourages one of her third graders to share his feelings. By the time children reach school, she finds, most of them take sex role stereotypes very seriously.

by Mimi Dash

One day when I showed my third graders two pictures—one of a female judge and the other of a father cooking dinner for his family—they told me the pictures were "a mistake."

My students' reaction is not unusual. By the time most children enter school, they've already developed strong sex role stereotypes, thanks to television, books, song lyrics, and other influences.

I see the classroom as one place in a child's life where these stereotypes can be combatted. There are many things we as teachers can do after we first acknowledge that sexism is a serious problem.

For example, I never divide my classes by gender. This would only reinforce their feelings that one gender is very different from the other.

Toys are not stereotyped. Girls play ball just as boys jump rope. If the boys are reluctant to jump rope at first, I ask,

"What's the matter? Don't you think you can do it?"

I assign to both sexes the tasks that have traditionally gone only to boys (carrying books or chairs) or only to girls (making posters, writing on the board).

I try never to ask "Does your mother work?" but rather "Does your mother work outside the home?"

Although I sometimes slip back into old habits, I try to be sensitive to the fact that children take language literally. When I speak of occupations, I use nonsexist terms: mail carrier, police officer, fire fighter. When reading a story to the class, I often paraphrase to avoid sexist wording.

Instead of building snowmen this winter, we'll be creating snow sculptures. . . .

NEA member Mimi Dash teaches third grade at Hutchison Elementary School in Herndon, Va.

NEA Member Swaps 'Breadwinner' Role for 'Househusband'

Could Bob Peters, macho high school football coach, make it as a househusband? Could wife Pat make it as the family breadwinner?

Four years ago, they decided to try. California's tax-chopping Proposition 13 had just wiped out Bob's summer job as a driver education instructor at Cubberley High School. Pat had a chance to return to work as a secretary to the principal at another high school in the area.

But with children ages 7, 5, and 4, one parent had to stay home during the summer. Bob volunteered. A member of the Palo Alto Educators Association, he drew up a contract specifying what responsibilities he would handle in his new role as househusband.

Pat recalls, "The first day I went back to work, I had a feeling this might not work out. While Bob took his time shaving, the kids were romping all over the house, demanding their breakfasts."

About two or three weeks into their grand experiment, Bob knew he was in over his head. "I lost about 13 pounds," he remembers, "and developed a severe rash on my leg. I talked a great game at the start, but I was becoming unglued."

Keeping up with the laundry was a particular problem, so he began dressing the kids with their T-shirts inside out in the mornings and turning them right side out just before Pat came home.

Well planned meals gave way to stops at the local fast food joint. Dirty rooms were hidden behind closed doors. Bob also hired a cleaning lady one day a week (though he'd always rejected the same suggestion when it had come from Pat).

While Bob was tearing his hair out, Pat slipped easily into her husband's old role.

"I stood by and allowed things to happen," she admits. "Bob was a terrible cook, for instance, but I kept letting him

prepare the meals, because he'd agreed to accept my former responsibilities."

Their three children were nonplussed with the role reversal. But Bob swore Pat had told the kids to do things just to get on his nerves. At one point, he became so exasperated that he poured an entire half gallon of milk over his 5-year-old son's head.

"I didn't realize at the time," Bob

says, "that kids are like that. They weren't any worse to me than they'd been to Pat."

The great experiment ended when school started again. Bob returned to his regular teaching job; Pat continued her secretarial position.

But their experience has had a lasting impact. Today they share both "masculine" and "feminine" duties. Sometimes Bob cooks and cleans, sometimes Pat does. Both take their children to parent-teacher conferences. They trade off staying home with a sick child.

"I thought I was a good—no, a great—father," says Bob, "but our experiment showed me just how little I had been contributing as a father and husband."

Their experience has also turned the Peters family into celebrities. Using Bob's original account of the three-month role reversal, NBC has filmed a two-hour made-for-TV movie called "Wait Til Your Mother Gets Home," scheduled to air December 6.

Bob Peters is played by Paul Michael Glazier (Starsky of the *Starsky and Hutch* TV series). Dee Wallace (the mother in *E.T.*) plays Pat.

The Peters, who make a cameo appearance, believe the TV special is faithful to their story—capturing both the humorous and the serious sides.

"We learned a lot from our little experiment," says Bob. "It's gratifying to know that others might learn from our experience too."



The Peters family joins David Doyle (Bosley in "Charlie's Angels"), left, on the set of "Wait Til Your Mother Gets Home," a two-hour NBC-TV movie based on Bob and Pat Peters' role reversals. Doyle plays the high school principal in the TV special, scheduled for broadcast December 6.

HUMAN RIGHTS

ERA Workers Turn to Elections

Many of the state coalitions of women's, civil rights, political, civil liberties, and church groups formed to support the Equal Rights Amendment are continuing to work together this fall. Their goal is to elect more federal and state legislators favorable to sex equity.

For example, the North Carolina Association of Educators and North Carolinians United for ERA targeted eight state senators for defeat after the senate refused to ratify the ERA. Coalition-backed candidates won five of the eight June primary races. The winners include two dedicated and politically seasoned women who, if elected in November, could initiate a significant shift in the atmosphere of the state senate regarding women's issues.

Already, however, coalition

pressure has had some effect. Right after rejecting ERA, the North Carolina legislature—where many ERA opponents claim to support equal rights—passed a law expanding the property rights of married women.

In Florida, the September primary elections showed public support for sex equity goals. The state cabinet (which also serves as the state school board) had backed ERA. In the primary, powerful state politicians who had opposed ERA ran against some of these officials. Yet all seven cabinet members (including the governor) won their primaries, and four of them will be unopposed in November.

In at least one case, that of the state comptroller, the "women's vote" made the difference that secured the victory, according to the Florida Teaching Profession

(FTP-NEA). Two of the ERA's strongest backers—one in the state senate and one in the house of representatives—won their primaries. The senate candidate will be unopposed in the general election.

On the federal level, 10 of the 11 congressional candidates backed by FTP-NEA won nomination in the primary, and the other faced a runoff in October. All but one of these candidates have strong records of support for ERA.

In any human rights campaign the work is hard, the results uncertain. But across the nation, the lessons learned during the past decade of struggle for ERA—lessons in organizing and cooperating and communicating—are serving sex equity advocates well in today's diversified political efforts.

WASHINGTON WATCH

While Congress kept a wary eye on the voters back home this fall, it also tackled a full plate of mostly budget-related bills, spiced with some sharp debate over key social issues. Here's the way things shaped up as Congress prepared to return home to the campaign trail.



Claire Flanders

✓ The Administration's tuition tax credits bill was still lodged in a Senate committee as *NEA Today* went to press, and Association members deserve a good share of the credit for keeping it off the Senate floor. NEA members by the thousands inundated Congress with anti-tuition-tax-credits, pro-public-education messages, and the Association's "Lobby by Mail" drive deluged the Senate with 140,000 postcards. Connecticut Education Association leaders personally delivered a thousand cards to Sen. Lowell Weicker (R-Conn.), left.

✓ Despite earlier opposition, President Reagan has now embraced a \$3 billion job training bill that NEA helped draft. It includes a strong public education component and replaces the Comprehensive Education and Training Act (CETA), which expired October 1.

✓ And there's still more good news, this time on the federal dollar front. The Administration's money-slashing momentum slowed considerably when both House and Senate voted in early September to override the President's veto of a \$17 billion supplemental appropriation bill. NEA worked hard for the override in order to preserve the bill's \$440 million in school aid. Later in the month, Congress passed a "continuing resolution" that includes this aid and other stopgap funds to keep program activities at their current levels through December.

✓ Meanwhile, advocates of a constitutional amendment on school prayer, particularly Sen. Jesse Helms (R-N.C.), got a working over in the Senate. After a month-long filibuster by opponents, the school prayer amendment was killed in late September, signaling the burial of the New Right's "social issues" agenda for this Congress.

✓ In other action, the House passed a bill favoring continuation of current eligibility rules for Pell grants to college students from low and middle income families. The House bill and a similar Senate measure reject the Administration's calls for lowering the income limit from \$25,800 to \$18,500 for a family of four or reducing the maximum grant from \$1,800 to \$1,000.

✓ The debate over how to shore up the financially troubled Social Security system may surface once again in the lame duck session of Congress following the November elections, when an Administration-appointed commission issues its report. NEA has long maintained that the short-term solution to Social Security's problems rests with borrowing from the system's two financially sound trusts and adding this money to the Old Age and Survivor's Insurance fund, or using general revenues until OASI becomes self-sustaining in the 1990's. NEA opposes any moves to increase payroll taxes, raise the normal retirement age from 65 to 68, postpone cost-of-living adjustments, or force coverage on public employees.

✓ NEA has also voiced opposition once again to the 1977 "pension offset" provision because it discriminates against employees who retire under a public pension plan and without Social Security coverage of their own. Women will become subject to the offset this December unless their current exemption is extended.

✓ And, on the subject of pay equity—equal pay for work of comparable value—NEA Secretary-Treasurer Mary Hatwood Futrell told three House subcommittees that teachers are low paid because two-thirds of them are women. She called for new efforts to end this inequity and "to look at jobs in terms of their requirements, skills, and true value without regard to the gender or race or physical ability of the people doing them."

Zimbabwe Teachers' Association Wins NEA's Dorros Peace Award

The Zimbabwe Teachers' Association (ZIMTA) has received NEA's Dorros Peace Trophy for 1982. NEA awards the trophy each year to an education association that has worked for peace and has helped significantly to realize the idea of a global community.

This year's trophy was presented in August during the delegate assembly of the World Confederation of Organizations of the Teaching Profession, in Montreux, Switzerland.

The Zimbabwe Teachers' Association was born of the merger of two organizations in April 1981, just a few months after the African nation of Zimbabwe was created from what had been known as Rhodesia. Zimbabwe's government rests on the principle of one person, one vote, whereas a white minority had controlled Rhodesia. A long, bitter civil war preceded the change.

One of ZIMTA's parent organizations, the National Teachers' Association (NTA), had catered to white teachers, although it had some nonwhite members. ZIMTA's other parent organization, the Zimbabwe Teachers' Association (ZITA), had been founded in 1940 as the Rhodesian African Teachers' Association.

The civil war and the tensions that followed left some bitterness as the new nation organized its



WCOTF

Hoisting the Dorros Peace Trophy are (from left) Peter Bourdillon, chairperson, Harare (formerly Salisbury) region, Zimbabwe Teachers' Association; ZIMTA President B. Mafukidze; ZIMTA General Secretary H. J. Mudzamba; and NEA President Willard McGuire.

self. The establishment of the new teachers association could have been painful. When NTA and ZITA merged, however, there was no recrimination, nor even much wrangling over what the new organization should be called.

Since the merger, the association's commitment to peace and reconciliation has helped it double its membership, to 45,000. In presenting the Dorros Award, NEA President Willard McGuire said ZIMTA's spirit of cooperation with little racial distinction is an example that could be emulated in many places on earth.

ZIMTA's President B. Mafukidze, General Secretary H. Mudzamba, and Harare Regional Chair P. E. Bourdillon, who jointly accepted the award, pointed out that Zimbabwe's prime minister, Robert Mugabe, is a former teacher.

"To ZIMTA," they emphasized, "teachers are first and foremost professionals, and no (racial) identity can inhibit our concern for each and every teacher... We can now boast a ZIMTA for all teachers, founded on the principle of participatory democracy where emphasis is on similarities rather than differences."

State Side

SOUTHEAST

To celebrate American Education Week, the Georgia Association of Educators (GAE) last year urged its local affiliates to hold competitions among teachers and students for the best appliquéd quilt square depicting a school's contributions to education. GAE took the 90 winning squares and stitched them together to create a colorful patchwork quilt.

Nicknamed the "security blanket for education," the huge quilt was displayed at the state capitol and now hangs in the education museum at Middle Georgia College.

MID-ATLANTIC

Delaware teachers have lobbied successfully for a new bargaining law—but it won't go into effect until 60 days after it's funded by the state legislature, which is scheduled to reconvene in January. DSEA is requesting a special, earlier session.

Delaware State Education Association President Wally Young hails the new Public School Employment Relations Act as "a new beginning for teacher bargaining." It provides a three-member Public Employment Relations Board; sets negotiations deadlines; allows school boards to negotiate wages, hours, grievance procedures, and working conditions; defines unfair labor practices; provides for mediation and public factfinding in bargaining disputes; and allows dues checkoff for the exclusive bargaining agent.

However, until the legislature acts, teachers will still bargain under the current law, which provides a vaguely defined right to organize and negotiate pay, benefits, and working conditions but fails to specify who should meet or how disputes should be solved.

The Delaware supreme court ruled in July that school boards and teacher representatives may bargain only salaries, fringe benefits, and physical working conditions—leaving grievance procedures, seniority, recall, and other rights in question.

DSEA's school support staff members bargain under a different statute.

MIDWEST

In a rare show of unity, the North Dakota Education Association and the statewide school boards, school administrators, and PTA organizations have been working together as the

FOR TEACHERS OF U.S. DEPENDENTS

NEA Bargains Around the World

GERMANY NORTH AREA



GERMANY SOUTH AREA



PACIFIC AREA



ATLANTIC AREA



NEA's Overseas Education Association begins bargaining soon for teachers of American dependents abroad. In an election last summer, OEA-NEA won the right to represent four of the six new regional bargaining units overseas.

The four units include some 6,000 teachers in North Germany, South Germany, the Pacific, and the Atlantic. Two separate affiliates of the American Federation of Teachers will represent the Mediterranean (810 teachers) and

Panama Canal (457 teachers).

As federal employees, teachers in the Department of Defense Dependents' Schools system may not bargain salary, but do bargain the terms and conditions of their employment. Prior to the election, bargaining units were fragmented, with representation decided on a school-by-school basis in some areas—a situation that management used to its own advantage.

OEA-NEA President Jack Rollins pledges to treat the

four NEA regions as one worldwide unit, and to push for the long-delayed shift of the overseas school system—America's 10th most populous—from the Department of Defense to the Department of Education, "where we belong."

Among OEA's top bargaining priorities: better worldwide transfer opportunities; a definition of the work day; tour of duty; teacher input on curriculum; a performance appraisal system; teacher benefits and allowances; and job protection.

Coalition for Public Education to oppose the state superintendent's push for minimum competency tests for teachers.

Testifying before a committee of the legislature, NDEA President Tom Decker said there is a need for mutually acceptable, mutually agreed-upon evaluation programs to help improve the quality of classroom instruction. Last winter the NDEA-backed

coalition initiated such a program, called Evaluation for Growth—a locally developed evaluation system designed to improve the performance of teachers, administrators, and school board members.

After hearing the strong testimony from NDEA and other coalition members, the legislative committee took no action on the minimum competency issue.

Iowans are feeling better about their schools since the Iowa State Education Association and seven other educational organizations instituted a successful "Take Pride in Iowa Schools" campaign two years ago.

The coalition has developed projects to build public confidence in education and to counter attacks by school critics. The campaign includes an educa-

tional film for use on television and in meetings, bookmarks that give educational facts, and an original song for bands, choruses, and orchestras.

Helping with the campaign are businesses around the state. The "Take Pride" theme appears on grocery bags, telephone books, and even postage meters.

Recent statewide public opinion surveys reveal that the number of Iowans who feel their schools are better than those in other states has increased by 7 percent since 1979.

WEST

Kansas-NEA, in coalition with other education groups, is off and running with a series of radio and TV spots touting the advantages of Kansas public schools.

The first of the public service announcements features astronaut Joe Engle, a Kansas public school graduate who flew one of the Columbia space shuttle missions. Closing the 30-second ad, Engle says, "Public education is everyone's business—everyone's responsibility. Our Kansas public schools—no better place to learn."

The coalition includes, among others, the state board of education, department of economic development, department of education, and PTA.

Texas State Teachers Association members have contributed more than \$5,000 to a special fund to help their colleagues in the east Texas town of Paris, where some 20 teachers' homes were completely or partially destroyed by a spring tornado.

PACIFIC

The statewide NEA affiliate at the University of Hawaii recently commissioned a telephone survey asking Hawaii citizens to rate the faculty, quality of education, board of regents, and administration at the University.

"Faculty" and "quality of education" were given the highest marks more than twice as often as "board of regents" or "administration." A full 75 percent of those surveyed agreed with the statement that University of Hawaii faculty are "well qualified and do a good job."

The poll was taken for the University of Hawaii Professional Assembly (UHPA), which is affiliated with both NEA and the American Association of University Professors. UHPA bargains for 2,700 faculty on the 10 campuses of the two- and four-year University of Hawaii system.

Local Look

COLORADO

Twenty-two teachers laid off from Pueblo District 60 schools last winter are back in the classroom following swift grievance and legal action by the Pueblo Education Association.

Eight of the teachers were reinstated following board hearings. All but two of the remaining 14 filed grievances and sued the school district. An out-of-court settlement reached last summer restored the 12 to their jobs and provided each with \$3,000 in compensatory damages for the work they had missed.

"We could never have settled this situation successfully without the support of our state association and NEA," comments local Association President Alan Anderson. "The benefits of joining the united teaching profession were demonstrated again and again as we struggled in this difficult time."

MASSACHUSETTS

When cable television came to Weymouth last spring, the Weymouth Teachers Association saw an opportunity to reach the public, using the policy of community access—a broadcasting concept that allows citizens to air their views. The result: "Learner's Line," a monthly program produced by WTA.

The first show, encouraging summer reading, featured local students, many in costume, dramatizing their favorite books. It aired several times as a children's special.

"Art for a Rainy Day," featuring elementary art teacher Barbara Wilson, followed. Other programs under consideration: a historical tour of Weymouth, a look at vocational school opportunities, and an interview with school counselors about school and community services for troubled students.

"We're really excited about this program," says Mark Shinnery, WTA public relations chair. "And it doesn't cost our members a cent. The station provides the studio and all the equipment—and is training us to use the TV camera."

ARIZONA

The Phoenix Union Classified Employees Association has ratified its first contract.

The 1,100-member local bargained some significant breakthroughs, including pay hikes ranging from 6 to 13 percent and an agreement to restructure the salary schedule next year to assure more equitable wage distribution.

IN THE TEXAS PANHANDLE

'Can-Do' Spirit Energizes Tulia Local

Judging by its member activism, you'd never know the Association of Tulia Educators (ATE) has been in existence only two years.

This 62-member Texas State Teachers Association/NEA affiliate has become a potent community leader, a strong advocate for teacher rights, and an active participant in the school system's policy-making process.

ATE got off to a strong start in one of its initial membership drives by sponsoring a breakfast for new teachers on the first in-service day. Eighteen of the 19 teachers attending joined the Association.

To ensure proper representation of its members and to attract new ones, ATE assigns one Association rep to every 10 members.

In a state where collective bargaining is still in the future, this local manages to make sure it has a say in setting school policy. "We send representatives to all school board meetings," reports Evelyn Simpson, ATE president, "and board members solicit our advice. They respect us and they listen to us."

So does the superintendent. ATE points to his recent request for the Association to endorse a school bond issue. ATE did, and the bond won voter approval.

Association members are well represented on the superintendent's newly created advisory council. Two teachers were elected to serve from each of the four buildings, and ATE candidates won all but one seat.

ATE sponsors Tulia High School's Future Teachers of America chapter. The two groups combined forces last year to circulate petitions against tuition tax credits, which they presented to their representatives in Congress.

The Association ran radio spots boosting the petition drive. The entire campaign, Simpson notes, helped the future teachers understand the political issues affecting public education.

ATE-sponsored forums on controversial issues have become a popular member event. One such debate—on a pro-

posal to build a nuclear waste disposal plant—drew broad community participation.

ATE has worked to strengthen its ties with neighboring Associations, particularly the Amarillo Classroom Teachers Association. Tulia members regularly attend workshops sponsored by the Amarillo CTA, and new Tulia members are offered the Amarillo local's discount purchasing cards.

What's ahead for this small, creative local? Political action is the top priority this fall. ATE is going all out to unseat Governor Bill Clements, whose policies are far removed from public education interests.

And there's another force that will soon add to ATE's clout. Tulia's education support personnel, now in an independent organization, will be merging with ATE.

President Simpson looks forward to the months ahead. "We've got the political campaign," she notes, "our committees are set and active, membership's growing—it's going to be an exciting year."



Association of Tulia Educators and Future Teachers of America members prepare welcome packets for new teachers on district's first in-service day, to kick off ATE's membership drive. Each packet contains gifts from area merchants and Association literature.

According to local negotiations chair Frank Mattox, the new pact also improves due process language, gives school workers the option of a tax-deferred annuity in lieu of health insurance, and includes a transfer policy based on seniority.

Mattox, an electrician, represented Phoenix school support

workers at the 1982 NEA Representative Assembly.

CONNECTICUT

Several Association locals have pooled their talent and money to produce radio spots promoting public education.

Starting in western Connecti-

cut's Fairfield County with 12 locals, this regional cooperation has spread to 23 locals in the eastern part of the state, and to 12 locals in Hartford County.

The Hartford County group completed a six-week radio campaign last spring for \$3,200 on topics as diverse as adult education and teaching the gifted and

talented.

Costs for buying radio air time average \$1.25 to \$2 per member—"much less than if each Association advertised separately," says Connecticut Education Association Secretary Celine Cracco, an early and enthusiastic pioneer of regional radio spot cooperation.

The spots, 15 to 60 seconds long, are often run in the spring, when town meetings determine the following year's school budgets. In winter, the Associations sponsor announcements of school delays and closings—sure to get parents' close attention—and use their air time to suggest activities for snowbound children.

INDIANA

Evansville Teachers Association members care about kids—beyond the classroom. They recently raised more than \$1,000 to help build a Ronald McDonald House near the Riley Children's Hospital in Indianapolis—a place parents can stay while their children are hospitalized.

Riley, the state's only children's hospital, is almost 200 miles from Evansville. "Housing around the hospital is expensive and limited," explains Mary Jane Steele, an elementary teacher and coordinator of the Ronald McDonald project.

To raise funds, ETA sponsored a benefit dance and collected money from members.

WYOMING

For two glorious days last spring, 175 physically and mentally handicapped children and adults could dare to be great—and succeed—because special education teacher Peggy Quick had an idea that the Cody Education Association turned into reality.

The two-day event was the first regional Special Olympics held in Cody. Though many organizations reacted with skepticism to Quick's invitation to sponsor the Olympics, she found immediate support in her Association, which agreed to buy \$900 worth of trophies, medals, and T-shirts.

As the idea took hold, more and more Association members, area businesses, and students got involved. On the day of the meet, teachers were everywhere—timing, announcing, hugging (each participant was assigned to one adult), and doing dozens of other tasks.

"It was really something to see a boy on crutches 'run' a two-mile race, or a blind child complete the 440-yard dash," says Association member Jim Terry, a key backer of the project. "They just did incredible things."

Meet:

Ferdinand Sharp, shown here with his wife, Nancy, and their three children, teaches 14 fourth and fifth graders in Manokotak, Alaska—a small fishing village 450 miles southwest of Anchorage. A five-year teaching veteran, Sharp is a member of NEA-Alaska and the Southwest Region Education Association. He was interviewed by NEA Today Assistant Editor Bill Fischer.

You are one of only about 50,000 Alaska Natives in a state that now numbers 400,000 people. Could you tell us a little about your background?

I am an Alaskan Yupik, which loosely translated means Real People. There are about 28,000 of us Eskimos and a little over 16,000 Indians. The rest of the natives are Aleuts. I was born in Quinhagak, moved to Togiak when I was nine, and now live in Twin Hills, about 50 miles from Manokotak.

Many Americans have stereotyped images of Alaskans and their lifestyles. Care to counter some of those?

Well, there are no igloos in this part of the state, and dogsleds have been pretty much replaced by snowmobiles as the major means of transportation. Our winter days have no more hours of darkness than most of the lower 48 states, and we get our mail every day except Sunday.

But you have only one phone for your entire village.

Yes, that's true. All calls come to one phone in the village coop store. Then the operator uses a CB radio to call our homes, schools, or stores, and we come to the coop to take the call.

That seems a bit inconvenient. Is it?

Not really. There are only about 300 people in our village, so it's not that difficult to find a time when the phone's not busy.

How many children attend the Manokotak schools, and what are the classrooms like?

There are about 100 students in the village and eight teachers. I teach in a 20-year-old building formerly owned by the Bureau of Indian Affairs. It houses the primary, elementary, and intermediate grades, plus the high school science room. All are divided by partitions. Down the hall are the lunchroom, principal's office, and teachers' lounge. There's also a trailer nearby that serves as a teachers' quarters, but there are no teachers living there now.

And where do you live?

In a duplex. My wife and I and our three children used to live in the trailer, but it wasn't safe—



Alaska Native Keeps Heritage Alive

there were always problems with the water heater and the stove. And it was too cramped.

Lack of decent housing seems to be a common complaint, particularly among non-native Alaskans. Is it a problem in Manokotak?

We have enough housing, either owned by the school district or leased from the village corporation. Some new teachers don't understand that they have to apply early to make sure they have decent housing when they arrive.

What advice do you give new teachers coming from other states?

First of all, we tell them that this is a remote area, that it can be rough. Many parts of the region don't have roads, particularly along Bristol Bay. We also warn them not to rely on their snowmobiles during rough weather and tell them how to cope with a winter blizzard.

What's your advice in stormy weather?

The best thing to do is to dig a hole in the snow, to keep warm and wait till the storm passes.

How did you get into teaching?

I never set out to be a teacher. My training at the University of Alaska was in electronic technology, but jobs in that field were limited. Then about 10 years ago, I was contacted by the Alaska Rural Teacher Training Corps, a federally run program that recruited Alaska Natives into teaching. It took about three years to complete the course work, and then I was certified in elementary education.

And how has it worked out?

The change in career has been good for me. It's given me a chance to work with my own people. My wife is also studying to be a teacher through the state-operated X-CEL program, which offers Alaska Natives an opportunity to get a teaching degree.

Are most of the teachers in your school Alaska Natives?

All but two of the eight are. The main thing is we need more experienced teachers, whether they're natives or not, who have taught in the bush country. Many teach for a year or two here, then leave.

Are most of your students natives?

In my class of 14, we have only two who are not. Most of the district's students are natives.

What are the most difficult subjects for your students to master?

I would say science is one. Most of the native students have been taught the laws of nature by their parents—how to tell what tomorrow's weather will be, what signs indicate an approaching storm. What we have to teach them is to relate what they know to scientific principles.

Our biggest problem, though, is getting the children to learn and use the English language. Though the children hear the radio or watch TV, their parents mostly use the Yupik language.

Is there a high dropout rate among students attending village schools?

The dropout rate isn't the major problem. More important is the lack of jobs for students who complete high school. A few are going into their own businesses, for example as commercial pilots, but mostly the jobs are limited to fishing.

In her book *Pathfinders*, author Gail Sheehy alludes to the problem of native Alaskans' being noncompetitive and therefore unable to cope outside the bush country. Do you sense this?

Yes, but it's not just the native culture. The small size of the classes also means less competition. We try to teach students that competition is important and will be important in the future.

Is the native culture a part of their education?

Yes. I am an Alaska Native. Our culture is in me. You can't separate it—it's part of my life and their lives. Keeping this heritage alive is as important as the other parts of their education.

The Washington Post recently carried a series of articles on Alaska and its severe alcoholism. Is that a major problem in Manokotak?

It's a very great problem. I lost several friends this past summer because they were drinking and drowned. It's worse this year than I can ever remember.

Does it affect your students?

Very much so, but we try to help them and their parents, mainly through counseling. But it's very difficult. When they're drunk they can be violent and when they're sober, they're very depressed.

Recently the state distributed \$1,000 to every person in Alaska as a way to share its enormous oil revenues. What do you think of the idea, and what did you do with your money?

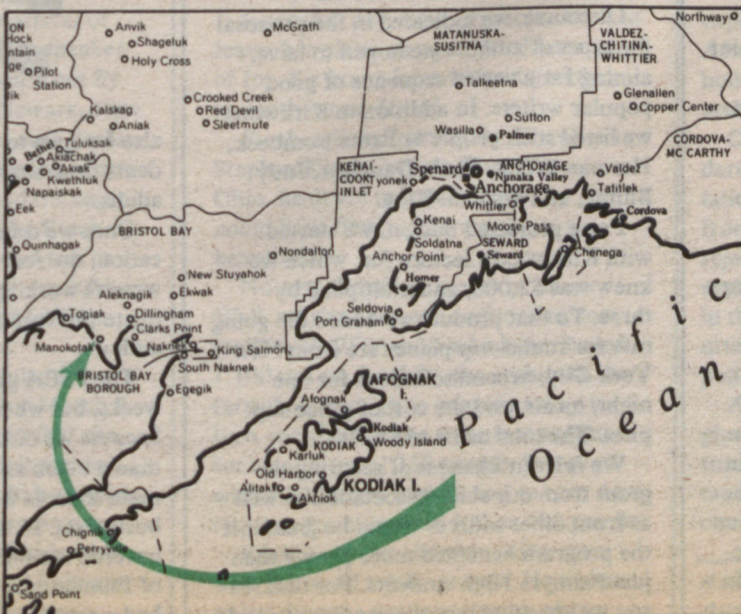
Any bit of extra money will come in handy here. Housing and transportation are very expensive, and so is fuel. An average household uses about 20 barrels of fuel oil a year, and each one costs about \$100. We're putting the money into our savings for a house.

How frequently do members of your local Association get together?

We do have time to talk during teacher in-service days. But our 40 members teach in school districts that are 50 or more miles apart, and that makes regular meetings difficult.

How often do you leave the village, and would you ever consider moving to Anchorage or to one of the lower 48 states?

We sometimes go to other villages and to Dillingham, which is the largest city nearby. Last summer I went to Fairbanks to help a professor orient new teachers who were going to teach in the bush country. As far as moving, I don't think so. I expect to retire here. We have the bay, the beautiful mountains, a mild climate—it's our home.



IN THE CLASSROOM

HOW TO: Organize & Fund A Famous Writers Seminar—

And run it right in your own school.

by Jim Woland and Aura Hill

The notice on the bulletin board back in April 1981 said the entry deadline was only three days away. If we could think of a good idea, we might be chosen for the Pennsylvania State Education Association's \$500 award for an innovative teaching program. "We" are two high school English teachers in Palmyra, Pennsylvania, with many a joint project to our credit.

It was Aura who came up with a plan: "You've been wanting to bring James Kirkwood (a Tony and Pulitzer Prize winner for *A Chorus Line*) to school to talk to the writing classes. Now's your chance." Jim already knew Kirkwood—Jim's drama group had gotten the author's permission to perform his unpublished play *There Must Be a Pony!*

Our general goal was to design a program that would intensify our students' interest in writing by exposing them—in person—to known, published writers. In practice, this would mean persuading the writers to give day-long workshops at our school. We envisioned a large-group lecture in the auditorium in the morning. In the afternoon, we pictured the writer

meeting in a classroom with a small group of students who had works in progress. This much we could put in the proposal.

What we couldn't say was exactly *who* would come, *when* it would all happen, *how* we were going to pay for it, or even exactly *what* the costs would be.

Of course, we indicated in the proposal the types of authors we hoped to have, aiming for a varied sequence of good popular writers. In addition to Kirkwood we listed such people as Erma Bombeck, Herman Wouk, Paula Danziger, Judy Blume, and Stephen King.

For a projected budget, we started with Kirkwood's lecture fee, which we knew was \$2,000, and multiplied by three. To that product we added the going rate for round-trip plane fare from New York City, accommodations for one night, meals, and the cost of office supplies. The total came to \$6,798.

We felt our chances of securing the grant from our state Association as well as from other sources would be greater if the program benefited more people than just Palmyra High students. For that reason we specified that the program would

also be open to younger students, students from surrounding counties, and adults.

Once we'd submitted the PSEA application, the real work started. When we weren't working on funding, we were trying to put together a good group of authors.

The PSEA grant came through in three weeks, but we needed a lot more money because we didn't want to charge more than a token admission fee. Our two main sources were foundations and local businesses. In the public library, we discovered national and local directories of foundations. We wrote to those that had a record of giving to education. One

Listening intently to a question from the audience is Stephen King, best known for the movies based on his modern horror tales "Carrie" and "The Shining."



Above: Author Francine Pascal with Palmyra teacher Jim Woland.



Left: Paula Danziger mugs for an appreciative audience of her young adult readers.

local foundation liked our project enough to give us \$1,000. When writing to businesses in the

local area, we explained how the program would benefit the community and described which students would be involved.

A word of warning to others who try for grants: Get permission from your school board before you ask for outside funds. The box on page 11 lists some of what we learned.

In deciding who would be our authors, we looked for writers whose work we liked and whose work our students were then reading. We wanted authors who had young ideas and would encourage our would-be writers. The budget limited us to individuals living on the East Coast.

Our first coup was getting a commitment from James Kirkwood to come to Palmyra in February. It helped that one of us had discussed the idea of a writers seminar with Kirkwood several months earlier.

IN THE CLASSROOM



Most Palmyra students had either read one of Francine Pascal's books or seen a TV adaptation of her "Hangin' Out with Cici."



Above:

Jim Woland (left) and students talk with author James Kirkwood.



Left: Teacher-turned-author Stephen King critiques the writings of Palmyra students.

To give the students a balanced look at writers, we next sought a female author, preferably one who writes literature for young adults. We targeted Paula Danziger, author of *The Cat Ate My Gymsuit* and *Can You Sue Your Parents for Malpractice?* Her publisher, Dell, got in touch with her and shortly afterward told us that Danziger was willing to come in March.

So now we had two authors. We wanted our last one to be a "name," someone to add punch to the program. We settled on Stephen King, author of *The Shining* and *Carrie*. Not only do his stories fascinate our students, but he is also a former teacher who likes young people very much.

Initially, King would make no commitment, but we were persistent, plying him with letters. We dangled the prospect of staying in the luxurious, old-world Hotel Hershey, perched high above the nation's chocolate capital. We also pointed out that we are not far from Pennsylvania's Amish country. One more letter and a large box of Golden Almond Bars

seemed to clinch it: "All right, all right, I'll come!" he said. Then the fun began and we got to meet

our authors—after a few complications.

The first was a snag in the arrival of James Kirkwood, our February speaker. Because of fog, Kirkwood could not fly any closer to Palmyra than Newark, New Jersey. Luckily, when a local auto dealer couldn't make a cash contribution to our writers seminar, Aura had had the sense to ask him to lend us a car. The Buick Regal made the five-hour round trip to Newark very nicely. The next day Kirkwood spoke to an audience of 600 students from area high schools.

Paula Danziger was scheduled for March 10. On the afternoon of March 9, the people at Dell called to say that she had fallen on her way to the airport in Albany, New York. She would be spending March 10 with her orthopedic surgeon rather than with the 700 kids who had tickets to hear her speak at Palmyra. That was complication number two.

Minor complication number three:

Fund-Raising Principles, or How To Get Money by Mail

We developed the following rules for teachers to use when asking foundations and businesses for grants to support a project.

- Find out the name of the person in the foundation or firm who is in charge of charitable contributions and address that person by name, never as "Dear Sir" or "To Whom It May Concern."
- Use any personal contacts you have with business firms. If your principal knows the president of a corporation, a letter or phone call from him or her could mean your request gets taken more seriously than it otherwise would.
- Type all correspondence, using a self-correcting or programmable typewriter that doesn't show corrections.
- Keep the length of any proposal to four pages.

- Say exactly what you need. If it is money, say how much. Tell who else has contributed and how much you've raised so far.

- Avoid using education jargon, especially the latest catch phrases.

- Thank officials for their time even if they respond negatively; you might want to try them again for something else.

- Follow up unanswered letters with a phone call or visit.

- If a business can't give you money, be prepared to ask for something else—restaurants can give meals, and hotels can give rooms.

- Keep donors posted on the project's progress and invite them to any presentation the project involves. If you publish a program, list your contributors. Make sure they know you value them, not just their money.

We had not kept ticket correspondence from other schools. After filling ticket requests, we had discarded the letters. How would we tell people not to come?

Fortunately, we never had to. Within two hours after their first call, Dell had found us Francine Pascal, who is a friend of Paula Danziger's and also a writer. She agreed to throw a dress in a bag and fill in for Paula. Jim called the florist back and reinstated the order for flowers—this time, though, with a pink card that said "for the new arrival."

We checked with the librarian for copies of Francine's books: *Hangin' Out with Cici*, *My First Love and Other Disasters*, and *The Hand-Me-Down Kid*. She located two of them at the middle school, and we began a crash reading program until plane time.

Francine was a hit! Most of the middle school students in the auditorium seemed to have read at least one of her books. Nearly all of them apparently had seen an ABC After-School Special adaptation of *Hangin' Out with Cici* called "My Mother Was Never a Kid." And while everyone was disappointed that Paula wasn't there, Francine was charming, and we learned that Paula would join us on May 18. Which would give everyone two authors for the price of one.

Later that day, when Francine tried to leave, her plane was grounded because of fog. Six hours later we said goodbye to another new friend.

Stephen King hates to fly. Thank you, Stephen King. Coming from Dayton, Ohio, he drove in four hours early (he could have flown—the weather was beautiful).

No complications, major or minor. Well, maybe one: our auditorium normally seats 750, and we had distributed 1,100 tickets. Luckily, the architects were farsighted enough to provide a way to turn one-third of the stage into seating for an additional 350 people. But even with 1,100 seats, we still had to turn down requests from another 300 or 400 people.

King is a warm, friendly, witty man, who put us all totally at ease. He insisted on reading the writing samples of the students who were going to attend the

afternoon session. When he couldn't read them all, the kids put their addresses on their work so that he could (and did) return them with comments later.

The reactions of the students were heartening. Their queries ranged from the expected "Where do you get your ideas?" or "How much do you make on a book?" to the more thoughtful "Do you have trouble bridging from one major event in a story to another?"

The middle schoolers swapped jokes with Paula Danziger and delighted in hearing about her professed addiction to pinball machines and video games.

When James Kirkwood described his own life, students were quick to note parallels in the lives of some of his characters. One student wanted to know where truth ended and fiction began and how an author could cope with a publisher's criticism of a work that was so much a part of its author's life.

Stephen King presented the work of three students to an afternoon session, eliciting from class members comments that were as complimentary and constructive as his own.

Paula Danziger selected one work from her sheaf of writing samples. Its author had recently experienced a serious brush with the law and had tried to explain the whole ordeal in a short story. After the workshop, she spent nearly an hour with him, going through his piece and offering suggestions for improvement.

Our own feelings throughout the undertaking covered the spectrum—exultation as we received positive response from writers and donors, annoyance with rejections, frustration with mountains of mailings and only one planning period in the day to get them out, and finally utter amazement that we were able to pull the whole thing off.

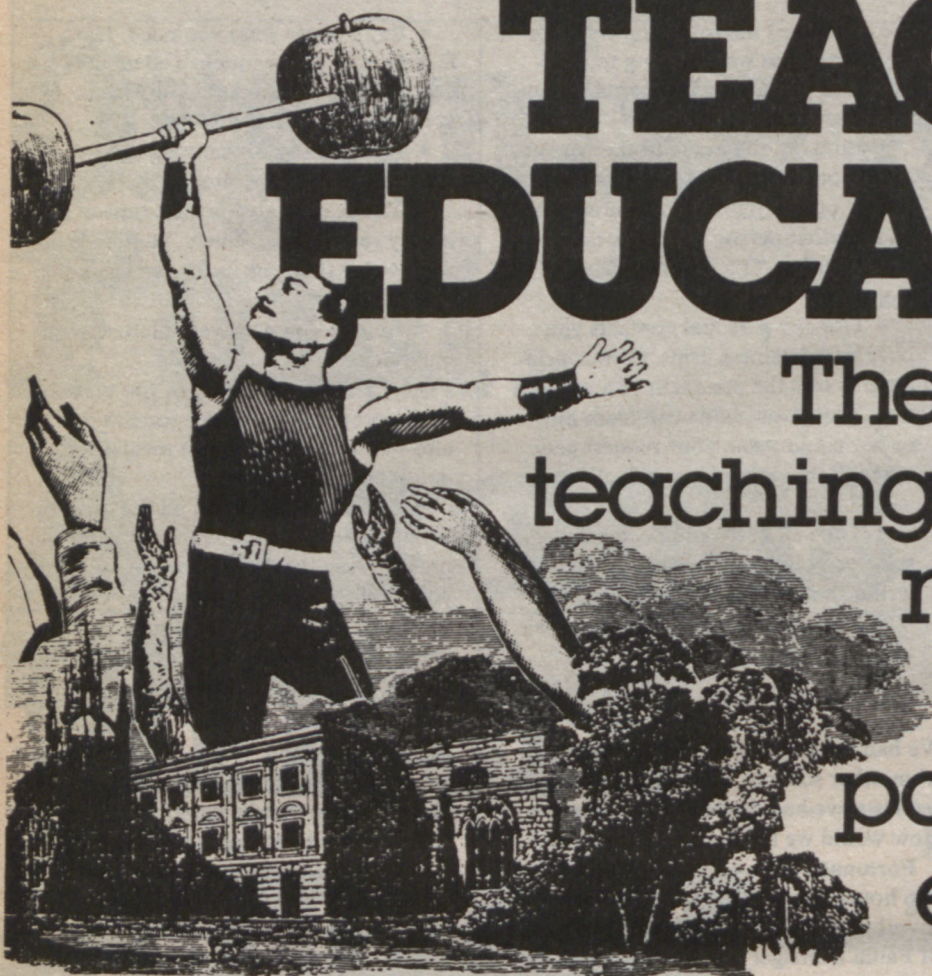
As we bundled our last author onto the plane with goodbye hugs and returned smugly to our donated car, we simultaneously wondered aloud, "Now, who can we get for next year?"

Association members Jim Woland and Aura Hill are English teachers at Palmyra High School, Palmyra, Pennsylvania.

HIGHER EDUCATION

REVITALIZING TEACHER EDUCATION

The struggle for
teaching excellence
need not be
a lonely,
postgraduate
experience.



If you're like most of your teaching colleagues, you still remember that first day—with a shudder and, if time has been kind, a smile.

There you were, standing before the class, your heart pounding, knees knocking (visibly, you were sure), your face glistening with perspiration, your mouth beginning to get that cottony feeling (you'd have sacrificed your first paycheck for a glass of water), your visual focus failing (the students a blur of colors), and your mind . . . a blank.

What had gone wrong? You'd studied hard, taken all the right courses, pored over the material on the psychology of learning and the philosophy of education, talked to your professors, deepened your dedication.

You were ready—but not for *this*. This was a real classroom with real kids, real challenges—a walking, talking Rubik's cube. And what you were missing (this knowledge came slowly) was the help of those who had stood before where you were standing now. The lack in your preparation was the voice of experience, the essential factor that has for so long been excluded from teacher education programs.

"Decisions about what teachers need to know and the types of experiences they need to have in order to function effectively on the first day of school have not been based on advice from the practicing teacher," says NEA President Willard McGuire. As a result, he adds, "The connection between teacher preparation and the 'real world' of teaching is at best tenuous."

McGuire's comments summarize the problem—the problem you faced, your colleagues faced, and the problem that,

if NEA has its way, will no longer threaten to sap the morale and drain the energy of future teachers.

Delegates to NEA's July 1982 Representative Assembly boldly endorsed a plan that insists upon more rigorous standards and more appropriate preparation for teachers entering the profession. They pledged unqualified support for the principles and strategies outlined in *Excellence in Our Schools, Teacher Education: An Action Plan*.

At the center of this document is the

demand that practicing K-12 teachers play an essential, decision-making role in the development of teacher education policies and curriculums. The plan calls for an autonomous agency in each state, governed by teachers and other education professionals, to define the standards beginning practitioners must meet. The aim is to guarantee that newly certified teachers possess the skills and understanding that experienced teachers know are necessary for effective practice.

The NEA proposal carefully delineates

The Problem's the Program, Not the Professor

The NEA action plan on teacher training implies no criticism of education professors, many of whom are NEA members.

Most teacher educators share the concerns that the plan addresses. They understand the frustrations that beginning practitioners confront. And they know that the problems with teacher preparation programs derive not from any lack of dedication or skill among professors of education, but rather from factors over which faculty have little control.

Comments NEA-IPD Director Sharon Robinson, "Colleges of education—because of simplistic mandates from state legislatures, critical underfunding, and the undeserved low status of teacher preparation programs—need the support this proposal provides." Robinson is confident that education faculty are

committed to building the kind of teacher preparation programs that can answer "yes" to the questions posed in the NEA document:

- Does the curriculum include study in arts/humanities, mathematics/science/technology, and social and behavioral sciences?
- Does the program obtain clear, precise evidence of applicants' proficiency in the basic skills?
- Do courses in learning theory and the psychology of learning emphasize the application of theory to classroom instruction?
- Does the program provide experiences in urban, rural, and suburban settings?
- Does the program provide opportunities for education students to design instructional activities for pupils of varying racial, cultural, linguistic, religious, and socioeconomic backgrounds?

NEA's Action Plan

The plan calls for—

- Rigorous college admission standards based on firm evidence of the applicant's potential success as a classroom teacher.
- Teacher training programs based on what seasoned practitioners deem necessary for effective teaching.
- Expanded opportunities for education students to apply their knowledge and skills to the real world of teaching.
- Credentials for teaching based not on any single criterion, but on a variety of measures of the graduate's ability to practice effectively.
- Autonomous state agencies, governed by teachers and other professional educators, with the power to approve teacher preparation programs and certify practitioners.
- Majority governance of those state agencies by K-12 teachers, nominated by the appropriate NEA state affiliate.

these understandings and skills. Four examples from a lengthy list are—

- Thorough knowledge of one or more subjects—and how to translate that knowledge into sequenced, age-appropriate instructional activity.
- Knowledge of intellectual growth and development—and how to use a variety of techniques that develop inductive and deductive reasoning skills.
- Knowledge of instructional design and technology—and how to incorporate this understanding into lesson planning.
- Knowledge of the impact of public policy on schools—and ways to influence political and economic decisions.

Today's teachers do not lack these skills. But in far too many cases, they have come by them the hard way. "Too often," comments Sharon Robinson, NEA's director of Instruction and Professional Development, "teachers have had to develop for themselves the qualifications called for in this proposal. In effect they've had to provide their own professional education after beginning practice."

The plan, a detailed 71-page document, rests then on an unshakeable premise: the experts on teaching are teachers. Despite public moaning and groaning and the self-serving oratorical flights of bureaucrats, those who serve in the classroom are the ones most disturbed by the inadequacies and weaknesses of the preparation teachers receive. They are also the ones most able to design and implement remedies. And they will now have their say: teachers in at least 10 states are already at work translating proposals for change into legislative mandates.

The newly issued plan confirms the commitment of NEA teachers to the integrity of their profession. It also shows their concern for their future colleagues. There is no reason why the step from the campus to the classroom has to be a step into the unknown. For new teachers, the first day of school should be a day of appreciating and relying upon, not resenting and struggling against, their preparation.

—Carl Luty

VOTING RECORDS

How the 97th Congress Voted on Key Issues



For the first time in modern history, an entire Congress has dealt almost exclusively with a single topic: the federal budget process. The 97th Congress addressed questions of education and other priority concerns of government almost entirely in terms of how much money should be allocated to them.

This single-mindedness came about because of an unusual challenge posed by President Reagan shortly after he took office in January 1981. The President asked Congress to take a very fast track, with few hearings or votes, in order to make drastic re-

ductions in the domestic budget, sharply increase defense spending, and enact massive changes in the federal tax structure.

The 97th Congress gave President Reagan much of what he asked for, despite the warnings of NEA and others that the consequences of the Reagan economic scheme would be catastrophic. But Congress has not

yielded entirely to the President on education funding. The last recorded vote in this report shows Congress deserting the President in a major confrontation over the levels of education funding—a victory for education made possible by the strong lobbying of teachers themselves through more than 100,000 postcards and letters, personal visits by NEA Congressional Contact Teams, and the work of the Association and its affiliates.

But great harm was done throughout the session in repeated votes on budget priorities and related issues. The principal votes on these matters are also shown.

Voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local NEA affiliates as they decide whom to endorse for re-

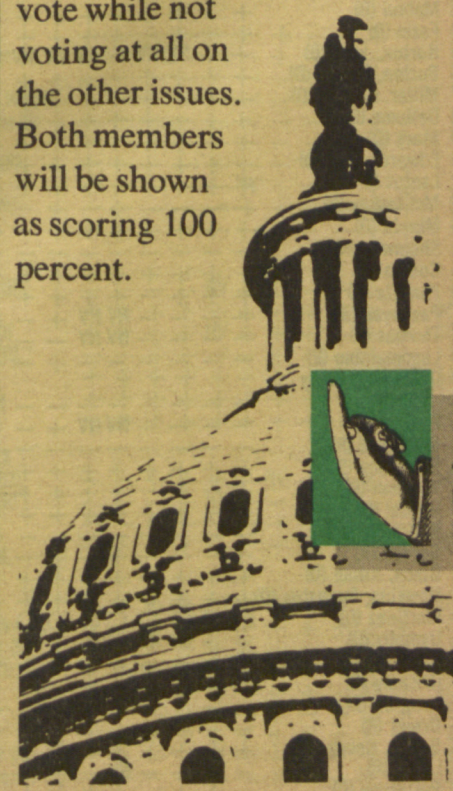
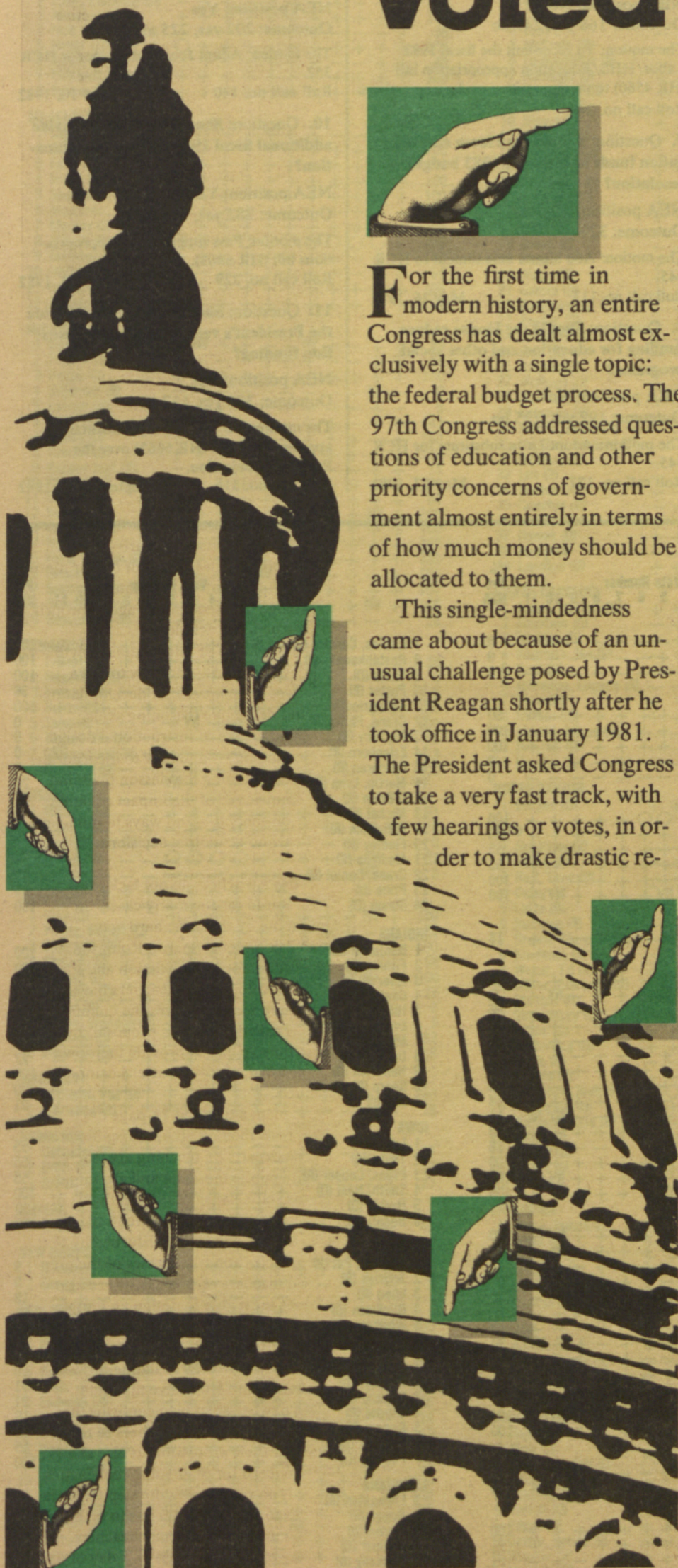
election. The judgment as to an individual's stance on education is based on a careful review

of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

Senate Republican leaders who have been traditional friends of public education may be disadvantaged in this voting record by support of the Administration's positions. The final column in the chart, showing cumulative voting record for each senator since his or her last election, is an attempt to put the 1981-82 votes into perspective.

The voting records are summarized in percentage figures. Keep in mind, however, that this figure alone does not always fully reflect voting

performance. For example, one member of Congress may have taken the NEA position on every issue, while another may have cast one pro-NEA vote while not voting at all on the other issues. Both members will be shown as scoring 100 percent.



VOTING RECORDS

	Vote Number											% Pro NEA
	1	2	3	4	5	6	7	8	9	10	11	
MAINE												
1 Emery (R)	—	—	—	—	+	—	—	—	—	+	+	36
2 Snowe (R)	—	—	—	—	+	+	+	—	—	+	+	45
MARYLAND												
1 Dyson (D)	—	+	+	—	+	+	+	—	—	+	+	64
2 Long, Clarence (D)	—	+	+	—	+	+	+	+	+	+	+	82
3 Mikulski (D)	+	+	+	+	+	+	+	+	+	+	+	100
4 Holt (R)	—	—	—	—	+	+	+	—	—	—	+	36
5 Hoyer (D)	○	+	+	+	+	+	+	+	+	+	+	100
6 Byron (D)	—	—	—	—	+	+	+	—	—	+	+	45
7 Mitchell, Parren (D)	+	+	+	+	+	+	+	+	+	+	+	100
8 Barnes (D)	+	+	+	+	+	+	+	+	+	+	+	100
MASSACHUSETTS												
1 Conte (R)	—	—	—	+	+	+	+	—	—	+	+	5
2 Boland (D)	+	+	+	+	+	+	+	—	+	+	+	10
3 Early (D)	+	+	+	+	+	+	+	+	+	+	+	100
4 Frank (D)	+	+	+	+	+	+	+	+	+	+	+	100
5 Shannon (D)	+	+	+	+	+	+	+	+	+	+	+	100
6 Mavroules (D)	+	+	+	+	+	+	+	+	+	+	+	100
7 Markey (D)	+	+	+	+	+	+	+	+	+	+	+	100
8 O'Neill (D)*	○	○	—	○	○	○	○	○	○	○	+	100
9 Moakley (D)	+	+	+	+	+	+	+	+	+	+	+	100
10 Heckler (R)	—	—	—	+	+	+	+	+	—	+	+	64
11 Donnelly (D)	+	+	+	+	+	+	+	+	+	+	+	100
12 Studds (D)	+	+	+	+	+	+	+	+	+	+	+	100
MICHIGAN												
1 Conyers (D)	+	NV	+	+	+	+	NV	+	—	+	+	89
2 Pursell (R)	—	—	—	—	+	+	+	—	—	+	+	45
3 Wolpe (D)	+	+	+	+	+	+	+	+	+	+	+	100
4 Siljander (R)	—	—	—	—	—	—	—	—	NV	—	—	0
5 Sawyer (R)	—	—	—	—	—	—	—	—	—	+	—	9
6 Dunn (R)	—	—	—	—	+	—	+	+	—	+	+	45
7 Kildee (D)	+	+	+	+	+	+	+	+	+	+	+	100
8 Traxler (R)	+	+	+	+	+	+	+	+	+	+	+	100
9 Vander Jagt (R)	—	—	—	—	—	—	—	—	—	+	+	18
10 Albosta (D)	—	+	+	+	+	+	+	+	+	+	+	91
11 Davis (R)	—	—	—	—	+	+	+	+	+	+	+	64
12 Bonior (D)	+	+	+	+	+	+	+	+	NV	+	+	100
13 Crockett (D)	+	+	+	+	+	+	+	NV	+	+	+	100
14 Hertel (D)	+	+	+	+	+	+	+	+	+	+	+	100
15 Ford, William (D)	+	+	+	+	+	+	+	+	+	+	+	100
16 Dingell (D)	+	+	+	+	NV	+	+	+	+	+	+	100
17 Brodhead (D)	+	+	+	+	+	+	+	+	+	+	+	100
18 Blanchard (D)	+	+	+	+	+	+	+	+	NV	+	+	100
19 Broomfield (R)	—	—	—	—	+	—	+	—	—	—	—	18
MINNESOTA												
1 Erdahl (R)	—	—	—	—	+	+	+	—	—	—	+	36
2 Hagedorn (R)	—	—	—	—	—	—	—	—	—	—	—	0
3 Frenzel (R)	—	—	—	—	—	—	—	—	—	—	—	0
4 Vento (D)	+	+	+	+	+	+	+	+	+	+	+	100
5 Sabo (D)	+	+	+	+	+	+	+	+	+	+	+	100
6 Weber, Vin (R)	—	—	—	—	+	—	+	—	—	—	—	18
7 Strangeland (R)	—	—	—	—	—	—	+	—	—	—	+	18
8 Oberstar (D)	+	+	+	+	+	+	+	+	+	+	+	100
MISSISSIPPI												
1 Whitten (D)	+	+	+	+	—	+	+	+	+	+	+	91
2 Bowen (D)	—	+	+	+	—	+	+	+	+	+	NV	80
3 Montgomery (D)	—	—	—	—	—	—	—	—	—	—	—	0
4 Dowdy (D)	○	○	○	○	+	—	+	+	+	NV	+	83
5 Lott (R)	—	—	—	—	—	—	—	—	—	NV	—	0
MISSOURI												
1 Clay (D)	+	+	+	+	+	+	+	+	+	NV	+	100
2 Young, Robert (D)	—	+	+	+	+	+	+	+	+	—	+	82
3 Gephardt (D)	+	+	+	+	+	+	+	+	+	+	+	100
4 Skelton (D)	—	+	+	—	+	+	+	+	—	—	+	64
5 Bolling (D)	+	+	+	+	+	+	+	+	NV	NV	+	100
6 Coleman (R)	—	—	—	—	—	—	—	—	—	+	+	27
7 Taylor (R)	—	—	—	—	—	—	—	—	—	—	—	0
8 Bailey, Wendell (R)	—	—	—	—	+	—	—	—	—	—	—	9
9 Volkmer (D)	—	+	+	+	+	+	+	+	+	+	+	82
10 Emerson (R)	—	—	—	—	—	—	+	—	—	—	+	18
MONTANA												
1 Williams, Pat (D)	+	+	+	+	+	+	+	+	+	+	+	100
2 Marlenee (R)	—	—	—	—	—	—	+	—	—	+	—	18
NEBRASKA												
1 Bereuter (R)	—	—	—	—	—	—	+	—	—	+	+	27
2 Daub (R)	—	—	—	—	—	+	—	+	—	+	—	27
3 Smith, Virginia (R)	—	—	—	—	—	—	—	+	—	+	+	27
NEVADA												
1 Santini (D)	—	—	—	—	—	+	+	+	—	+	+	45
NEW HAMPSHIRE												
1 D'Amours (D)	+	+	+	+	+	+	+	+	—	+	+	91
2 Gregg (R)	—	—	—	—	+	—	—	—	—	—	—	9
NEW JERSEY												
1 Florio (D)	+	+	+	+	+	NV	+	+	+	+	+	100
2 Hughes (D)	+	+	+	+	+	+	+	+	+	—	+	91
3 Howard (D)	+	+	+	+	+	+	+	+	+	+	+	100
4 Smith, Christopher (R)	—	—	—	—	+	+	+	—	—	+	+	45
5 Fenwick (R)	—	—	—	—	+	+	+	—	—	+	+	45
6 Forsythe (R)	—	—	—	—	+	—	—	—	—	+	—	18
7 Roukema (R)	—	—	—	—	+	+	+	—	—	+	+	45
8 Roe (D)	+	+	+	+	+	+	+	+	+	+	+	100
9 Hollenbeck (R)	—	—	—	—	+	+	+	+	+	—	+	55
10 Rodino (D)	+	+	+	+	+	+	+	+	+	+	+	100
11 Minish (D)	+	+	+	+	+	+	+	+	+	+	+	100
12 Rinaldo (R)	—	—	—	—	+	+	+	+	—	+	+	55
13 Courter (R)	—	—	—	—	—	—	NV	—	—	+	—	20
14 Guarini (D)	+	+	+	+	+	+	+	+	+	+	+	100
15 Dwyer (D)	+	+	+	+	+	+	+	+	+	+	+	100

	Vote Number											% Pro NEA
	1	2	3	4	5	6	7	8	9	10	11	
NEW MEXICO												
1 Lujan (R)	—	—	—	—	+	—	+	—	—	+	—	27
2 Skeen (R)	—	—	—	—	—	—	—	—	—	NV	—	0
NEW YORK												
1 Carney (R)	—	—	—	—	—	+	+	—	—	—	—	18
2 Downey (D)	+	+	+	+	+	+	+	+	+	+	+	100
3 Carman (R)	—	—	—	—	—	—	—	—	—	—	—	18
4 Lent (R)	—	—	—	—	—	—	—	—	—	+	+	36
5 McGrath (R)	—	—	—	—	—	+	+	—	—	+	+	36
6 Le Bouillier (R)	—	—	—	—	—	—	—	—	—	+	+	36
7 Addabbo (D)	+	+	+	+	+	+	+	+	+	+	+	100
8 Rosenthal (D)	+	+	+	+	+	+	+	+	+	+	+	100
9 Ferraro (D)	+	+	+	+	+	+	+	+	+	+	+	100
10 Biaggi (D)	+	+	+	+	+	+	+	+	+	+	+	100
11 Scheuer (D)	+	+	+	+	+	+	+	+	+	+	+	100
12 Chisholm (D)	+	+	+	+	+	NV	NV	NV	—	NV	+	100
13 Solarz (D)	+	+	+	+	+	+	+	+	+	+	+	100
14 Richmond (D)	+	+	+	+	+	+	+	+	+	NV	○	100
15 Zeferetti (D)	+	+	+	+	+	+	+	+	+	+	+	100
16 Schumer (D)	+	+	+	+	+	+	+	+	+	+	NV	100
17 Molinari (R)	—	—	—	—	—	—	+	+	—	+	+	36
18 Green (R)	—	—	—	—	—	+	+	+	—	+	+	55
19 Rangel (D)	+	+	+	+	+	+	+	+	+	+	+	100
20 Weiss (D)	+	+	+	+	+	+	+	+	+	+	NV	100
21 Garcia (D)	+	+	+	+	+	+	+	+	+	+	+	100
22 Bingham (D)	+	+	+	+	+	+	NV	NV	—	+	+	100
23 Peyser (D)	+	+	+	+	NV	+	+	+	+	+	+	100
24 Ottinger (D)	+	+	+	+	+	+	+	+	+	+	+	100
25 Fish (R)	—	—	—	—	—	+	+	—	—	+	+	45
26 Gilman (R)	—	—	—	—	—	+	+	+	—	+	+	55
27 McHugh (D)	+	+	+	+	+	+	+	+	+	+	+	100
28 Stratton (D)	+	+	+	+	+	+	+	+	+	+	+	100
29 Solomon (R)	—	—	—	—	—	—	—	—	—	+	—	9
30 Martin, David (R)	—	—	—	—	—	—	—	—	—	+	+	18
31 Mitchell, Donald (R)	—	—	—	—	+	+	+	—	—	+	+	45
32 Wortley (R)	—	—	—	—	—	+	—	—	—	—	+	27
33 Lee (R)	—	—	—	—	—	—	—	—	—	—	+	9
34 Horton (R)	—	—	—	—	NV	+	+	—	—	+	+	40
35 Conable (R)	—	—	—	—	—	—	—	—	—	—	+	9
36 LaFalce (D)	+	+	+	+	+	+	+	+	+	+	+	100
37 Nowak (D)	+	+	+	+	+	+	+	+	+	+	+	100
38 Kemp (R)	—	—	—	—	—	+	—	—	—	—	—	9
39 Lundine (D)	+	+	+	+	+	+	+	+	+	+	+	100
NORTH CAROLINA												
1 Jones, Walter (D)	+	+	+	—	NV	NV	+	+	+	+	+	89
2 Fountain (D)	—	+	+	—	—	—	+	+	+	—	+	64
3 Whitley (D)	+	+	+	—	—	—	+	+	+	+	+	82
4 Andrews, Ike (D)	—	+	+	+	—	—	+	+	+	+	+	82
5 Neal (D)	+	+	+	+	+	+	+	+	+	+	+	91
6 Johnston, Eugene (R)	—	—	—	—	—	NV	—	—	—	+	—	10
7 Rose (D)	+	+	+	NV	+	+	+	+	+	+	+	100
8 Hefner (D)	+	+	+	+	+	+	+	+	+	+	+	100
9 Martin, James (R)	—	—	—	—	—	—	—	—	—	—	—	0
10 Broyhill (R)	—	—	—	—	—	—	—	—	—	—	—	0
11 Hendon (R)	—	—	—	—	+	—	+	—	—	—	+	27
NORTH DAKOTA												
1 Dorgan (D)	+	+	+	+	+	+	+	+	+	+	+	100
OHIO												
1 Gradison (R)	—	—	—	—	+	—	—	—	—	—	—	9
2 Luken (D)	—	+	+	+	+	+	+	+	—	+	+	82
3 Hall, Tony (D)	—	+	+	+	+	+	+	+	—	—	—	73
4 Oxley (R)	○	○	○	○	—	—	—	—	—	—	—	0
5 Latta (R)	—	—	—	—	—	—	—	—	—	—	—	0
6 McEwen (R)	—	—	—	—	—	—	—	—	—	—	—	0
7 Brown, Clarence (R)	—	—	—	—	+	NV	+	—	—	NV	NV	25
8 Kindness (R)	—	—	—	—	—	—	—	—	—	—	—	0
9 Weber, Ed (R)	—	—	—	—	+	—	+	—	—	+	+	36
10 Miller, Clarence (R)	—	—	—	—	—	—	—	—	—	—	—	0
11 Stanton (R)	—	—	—	—	+	—	NV	—	—	+	—	20
12 Shamansky (D)	+	+	+	+	+	+	+	+	+	+	+	100
13 Pease (D)	+	+	+	+	+	+	+	+	+	+	+	100
14 Seiberling (D)	+	+	+	+	+	+	+	+	+	+	+	100
15 Wylie (R)	—	—	—	—	—	+	—	—	—	—	—	18
16 Regula (R)	—	—	—	—	—	+	—	—	—	+	+	27
17 Ashbrook, Jean (R)	○	○	○	○	○	○	○	○	—	—	—	0
18 Applegate (D)	+	+	+	+	—	+	+	—	—	+	+	82
19 Williams, Lyle (R)	—	—	—	—	NV	+	+	—	—	+	+	50
20 Oaker (D)	+	+	+	+	NV	+	+	+	+	NV	+	100
21 Stokes (D)	+	+	+	+	+	+	+	+	+	+	+	100
22 Eckart (D)	+	+	+	+	+	+	+	+	+	+	+	100
23 Mottl (D)	—	—	—	+	—	—	+	+	+	+	+	64
OKLAHOMA												
1 Jones, James (D)	+	+	+	—	+	+	+	+	+	+	+	91
2 Synar (D)	+	+	+	+	+	+	+	+	+	+	+	100
3 Watkins (D)	+	+	+	+	+	+	+	+	+	+	+	100
4 McCurdy (D)	+	+	+	+	+	+	+	—	—	+	+	82
5 Edwards, Mickey (R)	—	—	—	—	—	—	—	—	—	—	—	0
6 English (D)	—	+	+	—	+	+	+	+	—	+	+	73
OREGON												
1 Aucoin (D)	+	+	+	+	+	+	+	+	+	+	+	100
2 Smith, Denny (R)	—	—	—	—	—	—	+	—	—	NV	—	10
3 Wyden (D)	+	+	+	+	+	+	+	+	+	+	+	100
4 Weaver (D)	+	+	+	+	+	+	+	+	+	—	+	91
PENNSYLVANIA												
1 Foglietta (D)	+	+	+	+	+	+	+	+	+	+	+	100
2 Gray (D)	+	+	+	+	+	+	+	+	+	NV	+	100
3 Smith, Joseph (D)	○	○	○	○	+	+	+	+	+	NV	+	100
4 Dougherty (R)	—	—	—	+	—	—	—	—	—	+	+	73
5 Schulze (R)	—	—	—	—	—	—	—	—	—	—	+	18
6 Yatron (D)	—	+	+	+	+	+	+	+	+	+	+	91
7 Edgar (D)	+	+	+	+	+	+	+	+	+	—	+	91
8 Coyne, James (R)	—	—	—	—	—	+	—	—	—	+	+	36
9 Shuster (R)	—	—	—	—	—	—	—	—	—	—	+	9
10 McDade (R)	—	—	—	—	+	+	—	—	—	+	+	45
11 Nelligan (R)	—	—	—	—	—	+	—	—	—	+	+	45
12 Murtha (D)	+	+	+	+	+	+	+	+	+	+	+	100

	Vote Number											% Pro NEA
	1	2	3	4	5	6	7	8	9	10	11	
13 Coughlin (R)	—	—	—	—	+	—	+	—	—	+	+	36
14 Coyne, William (D)	+	+	+	+	+	+	+	+	+	+	+	100
15 Ritter (R)	—	—	—	—	—	+	—	—	—	—	—	18
16 Walker (R)	—	—	—	—	—	—	+	—	—	—	—	18
17 Ertel (D)	+	+	+	+	+	+	+	+	+	NV	+	100
18 Walgren (D)	+	+	+	+	+	+	+	+	+	+	+	100
19 Goodling (R)	—	—	—	—	—	—	—	—	—	—	+	27
20 Gaydos (D)	+	+	+	+	+	+	+	+	+	+	+	100
21 Bailey, Don (D)	+	+	+	+	+	+	+	+	+	+	+	100
22 Murphy (D)	+	+	+	+	+	+	+	+	—	+	+	91
23 Clinger (R)	—	—	—	—	—	+	+	—	—	+	+	36
24 Marks (R)	—	—	—	—	+	—	+	—	—	+	+	45
25 Atkinson (R)	—	—	+	+	+	—	—	—	—	+	—	45
RHODE ISLAND												
1 St Germain (D)	+	+	+	+	+	+	+	+	+	+	+	100
2 Schneider (R)	—	—	+	+	+	+	+	+	—	+	+	73
SOUTH CAROLINA												
1 Hartnett (R)	—	—	—	—	—	—	—	—	—	—	—	0
2 Spence (R)	—	—	—	—	—	—	+	—	—	+	—	18
3 Derrick (D)	—	+	+	+	+	+	+	+	+	+	+	91
4 Campbell (R)	—	—	—	—	—	—	—	—	—	—	—	0
5 Holland (D)	—	+	—	—	—	+	NV	+	NV	+	+	67
6 Napier (R)	—	—	—	—	—	NV	+	—	—	+	+	20
SOUTH DAKOTA												
1 Daschle (D)	+	+	+	+	+	+	+	+	+	+	+	100
2 Roberts, Clint (R)	—	—	—	—	—	NV	—	—	—	+	+	20
TENNESSEE												
1 Quillen (R)	—	—	—	—	—	—	+	—	—	+	—	18
2 Duncan (R)	—	—	—	—	—	—	—	—	—	+	—	36
3 Bouquard (D)	—	+	+	—	+	+	+	+	+	+	+	82
4 Gore (D)	+	+	+	+	+	+	+	+	+	+	+	100
5 Boner (D)	+	+	+	+	+	+	+	+	—	NV	+	100
6 Beard (R)	—	—	—	—	NV	NV	—	—	—	NV	+	13
7 Jones, Ed (D)	—	+	+	—	+	+	+	+	+	NV	+	80
8 Ford, Harold (D)	+	+	+	+	+	+	+	+	+	NV	+	100
TEXAS												
1 Hall, Sam (D)	—	—	—	—	—	—	—	—	—	—	—	0
2 Wilson (D)	—	—	—	—	+	+	+	+	—	+	—	45
3 Collins, James (R)	—	—	—	—	—	—	—	—	—	NV	NV	0
4 Hall, Ralph (D)	—	—	+	+	—	—	+	—	—	—	—	27
5 Mattox (D)	+	+	+	+	+	+	NV	+	+	—	NV	89
6 Gramm (D)	—	—	—	—	—	—	—	—	—	—	—	0
7 Archer (R)	—	—	—	—	—	—	—	—	—	—	—	0
8 Fields (R)	—	—	—	—	—	—	—	—	—	—	—	0
9 Brooks (D)	+	+	+	+	NV	+	+	+	+	+	+	100

*Speaker of the House votes only to break a tie.

VOTING RECORDS

U.S. Senate

Key

- + right according to NEA position
 - wrong according to NEA position
 NV not voting
 O vote taken prior to member's election to Congress

1. Question: Should the Senate restore funding to the Reagan budget for education and other social programs?

NEA position: Yes
 Outcome: 40 yes, 59 no

The motion: To adopt Chafee (R-RI) motion to restore funds in budget reconciliation instruction resolution (SCR 9).
 Roll call no. 56 March 31, 1981

2. Question: Should the Senate increase money for school lunch and child nutrition programs?

NEA position: Yes
 Outcome: 29 yes, 58 no

The motion: To adopt Kennedy (D-MA) amendment to First Concurrent Budget Resolution (SCR 19) to increase funding for school lunch and child nutrition.
 Roll call no. 97 May 5, 1981

3. Question: Should the Senate refuse to use interfund borrowing as a means to ensure the solvency of the Social Security system so that benefits will be paid?

NEA position: No
 Outcome: 51 yes, 45 no

The motion: To table (kill) amendment to the tax bill (HJ Res 266) authorizing Old Age and Survivors Fund to borrow from reserves in Disability and Hospital Insurance funds.
 Roll call no. 188 July 16, 1981

4. Question: Should the Justice Department and the courts be prevented from maintaining lawsuits that use busing as a means of achieving desegregation?

NEA position: No
 Outcome: 60 yes, 39 no

The motion: Amendment to Justice Department authorization (S 951), prohibiting the Department from maintaining suits involving mandatory busing of schoolchildren and limiting power of the courts to impose injunctive relief involving the transportation of students.
 Roll call no. 258 September 16, 1981

5. Question: Should the tax system allow a full deduction for business lunches while the school lunch program is reduced?

NEA position: No
 Outcome: 58 yes, 30 no

The motion: To table (kill) Hart (D-CO) amendment to debt limit bill (HJ Res 265) to reduce the deduction for business meals and to earmark the savings from such reduction for the school lunch program.
 Roll call no. 289 September 28, 1981

6. Question: Should the Senate increase the budget for educational programs?

NEA position: Yes
 Outcome: 44 yes, 54 no

The motion: Pass Bradley amendment (restoring education funding) to SCR 92.
 Roll call no. 126 May 19, 1982

7. Question: Should the Senate reject an increase in education funding?

NEA position: No
 Outcome: 51 yes, 59 no

The motion: To table reconsideration of Hart amendment to SCR 92.
 Roll call no. 130 May 20, 1982

8. Question: Should the Senate extend the Voting Rights Act of 1965?

NEA position: Yes
 Outcome: 85 yes, 8 no

The motion: Pass the Voting Rights Act extension bill (HR 3112).
 Roll call no. 190 June 18, 1982

9. Question: Should the U.S. Constitution be amended to require a balanced budget each year?

NEA position: No
 Outcome: 69 yes, 31 no

The motion: To pass constitutional amendment (SJR 58).
 Roll call no. 288 August 4, 1982

10. Question: Should the Senate override the President's veto of additional education funding?

NEA position: Yes
 Outcome: 60 yes, 30 no

The motion: To pass the supplemental appropriation bill (HR 6863) over the President's objection.
 Roll call no. 341 September 10, 1982

	Vote Number										% Pro NEA			Vote Number										% Pro NEA															
	1	2	3	4	5	6	7	8	9	10	97th Congress	Cumulative		1	2	3	4	5	6	7	8	9	10	97th Congress	Cumulative														
ALABAMA													LOUISIANA												NORTH DAKOTA														
Heflin (D)	-	+	+	+	+	+	+	+	-	-	70	73	Johnston (D)	-	-	+	-	NV	+	+	+	-	-	44	39	Burdick (D)	+	+	+	+	+	+	NV	-	+	89	83		
Denton (R)	-	-	-	-	-	-	-	-	-	-	0	0	Long (D)	-	NV	+	-	-	+	-	+	-	-	33	33	Andrews (R)	+	-	-	-	-	-	+	-	+	30	30		
ALASKA													MAINE												OHIO														
Murkowski (R)	-	-	-	-	-	-	-	-	+	-	10	10	Mitchell (D)	+	+	+	+	+	+	+	+	+	+	100	100	Glenn (D)	+	+	NV	+	+	+	+	NV	+	+	100	100	
Stevens (R)	-	-	-	-	-	-	-	-	+	-	10	21	Cohen (R)	+	-	-	+	-	-	-	+	+	+	50	58	Metzenbaum (D)	+	NV	+	+	+	+	+	+	+	89	89		
ARIZONA													MARYLAND												OKLAHOMA														
DeConcini (D)	-	-	+	-	NV	+	+	+	-	+	56	59	Sarbanes (D)	+	+	+	+	+	+	+	+	+	+	100	86	Boren (D)	-	-	+	-	+	-	+	+	-	+	50	42	
Goldwater, B. (R)	-	-	-	-	NV	NV	-	NV	-	-	0	0	Mathias (R)	+	NV	+	+	-	+	+	+	+	+	89	89	Nickles (R)	-	-	-	-	-	-	+	-	-	10	10		
ARKANSAS													MASSACHUSETTS												OREGON														
Bumpers (D)	+	NV	+	+	+	+	+	+	+	+	100	100	Kennedy (D)	+	+	+	+	+	+	+	+	+	+	100	96	Hatfield (R)	-	-	-	+	-	-	-	+	-	+	30	39	
Pryor (D)	-	-	+	-	+	+	+	+	+	+	60	58	Tsongas (D)	+	+	NV	+	+	+	+	+	+	+	100	89	Packwood (R)	-	-	-	+	-	-	+	-	+	30	30		
CALIFORNIA													MICHIGAN												PENNSYLVANIA														
Cranston (D)	+	+	+	+	+	+	+	+	+	+	100	100	Levin (D)	+	+	+	+	+	+	+	+	+	+	100	95	Heinz (R)	+	NV	-	+	-	P	+	+	+	+	75	68	
Hayakawa (R)	-	-	-	-	-	-	-	-	-	-	0	20	Riegle (D)	+	+	+	+	+	+	+	+	+	+	100	93	Specter (R)	+	-	-	+	+	-	-	+	-	NV	33	33	
COLORADO													MINNESOTA												RHODE ISLAND														
Hart (D)	+	+	+	+	+	+	+	+	+	+	100	100	Durenberger (R)	+	-	-	+	-	-	+	+	-	+	50	47	Pell (D)	+	+	+	+	+	+	+	+	+	+	100	83	
Armstrong (R)	-	-	-	-	-	-	-	-	+	-	10	21	Boschwitz (R)	-	-	-	+	-	-	-	+	-	-	20	42	Chafee (R)	+	-	-	+	-	-	+	+	+	+	60	62	
CONNECTICUT													MISSISSIPPI												SOUTH CAROLINA														
Dodd (D)	+	+	+	+	+	+	+	+	+	+	100	100	Stennis (D)	-	-	+	-	NV	+	+	+	-	NV	50	50	Hollings (D)	-	-	+	-	+	+	+	+	-	NV	56	56	
Weicker (R)	+	NV	-	+	-	+	+	+	+	+	78	87	Cochran (R)	-	-	-	-	-	-	-	+	-	NV	11	28	Thurmond (R)	-	-	-	-	-	-	+	-	-	-	10	26	
DELAWARE													MISSOURI												SOUTH DAKOTA														
Biden (D)	+	+	+	-	+	+	+	+	+	+	90	40	Eagleton (D)	+	+	+	+	-	+	+	+	+	+	90	90	Pressler (R)	-	NV	-	+	NV	-	-	+	-	+	38	44	
Roth (R)	-	+	-	-	-	-	-	+	-	+	30	28	Danforth (R)	+	-	-	-	-	+	-	NV	-	+	22	54	Abdnor (R)	-	-	-	-	-	-	+	-	+	+	20	20	
FLORIDA													MONTANA												TENNESSEE														
Chiles (D)	-	-	+	-	+	+	+	+	-	+	60	66	Baucus (D)	-	+	+	+	+	+	+	+	+	+	90	79	Sasser (D)	-	NV	+	-	+	+	+	+	-	+	67	75	
Hawkins (R)	-	-	-	-	-	-	-	-	+	-	20	20	Melcher (D)	+	+	+	-	-	+	+	+	-	+	70	68	Baker (R)	-	-	-	-	-	-	+	-	-	-	10	35	
GEORGIA													NEBRASKA												TEXAS														
Nunn (D)	-	-	+	-	+	+	+	+	-	+	60	63	Eron (D)	-	NV	+	-	+	+	+	NV	-	+	63	47	Bentsen (D)	-	-	+	-	-	+	+	+	-	NV	44	59	
Mattingly (R)	-	-	-	-	-	-	-	+	-	-	10	10	Zorinsky (D)	-	-	+	-	-	-	+	+	-	+	40	20	Tower (R)	-	-	-	-	-	+	+	-	-	NV	11	29	
HAWAII													NEVADA												UTAH														
Inouye (D)	+	+	+	+	NV	+	+	+	+	+	100	100	Cannon (D)	+	NV	NV	-	-	+	+	+	-	+	63	68	Hatch (R)	-	NV	-	-	-	-	+	-	-	-	11	21	
Matsunaga (D)	+	NV	+	+	-	+	+	+	+	+	89	78	Laxalt (R)	-	-	-	-	-	-	+	-	-	-	10	10	Garn (R)	-	-	-	-	-	-	+	-	-	-	10	10	
IDAHO													NEW HAMPSHIRE												VERMONT														
Symms (R)	-	-	-	-	NV	-	-	-	-	-	0	0	Rudman (R)	-	-	-	+	-	-	-	+	-	+	30	30	Leahy (D)	+	+	+	+	-	+	+	+	+	+	90	90	
McClure (R)	-	-	-	-	NV	-	-	-	-	NV	0	19	Humphrey (R)	-	-	-	+	-	-	-	-	-	-	10	16	Stafford (R)	+	-	-	NV	-	-	+	+	+	+	+	44	70
ILLINOIS													NEW JERSEY												VIRGINIA														
Dixon (D)	+	+	+	+	-	+	+	+	-	+	80	80	Bradley (D)	+	+	+	+	+	+	+	+	+	+	100	84	Warner (R)	-	-	-	-	NV	-	-	+	-	-	11	22	
Percy (R)	+	-	-	+	-	-	-	+	+	-	30	53	Brady (R)	○	○	○	○	○	-	-	+	-	-	20	20	Byrd (I)	-	-	+	-	-	-	-	-	-	-	10	30	
INDIANA													NEW MEXICO												WASHINGTON														
Quayle (R)	-	-	-	-	-	-	-	+	-	NV	11	11	Domenici (R)	-	-	NV	-	-	-	-	+	-	+	22	39	Jackson (D)	+	+	+	+	-	+	+	+	+	+	90	86	
Lugar (R)	-	-	-	-	-	-	-	NV	-	NV	0	17	Schmitt (R)	-	NV	-	-	-	-	-	+	-	NV	13	36	Gorton (R)	-	-	-	-	-	+	+	+	+	+	30	30	
IOWA													NEW YORK												WEST VIRGINIA														
Grassley (R)	-	-	-	-	-	-	-	+	-	+	20	20	Moynihan (D)	+	+	+	+	+	+	+	+	+	+	100	76	Randolph (D)	+	+	+	-	+	+	+	+	+	+	90	76	
Jepsen (R)	-	-	-	-	-	-	-	+	-	+	20	21	D'Amato (R)	-	+	+	-	-	-	+	-	+	+	20	20	Byrd (D)	+	+	+	-	+	+	+	+	+	+	80	80	
KANSAS													NORTH CAROLINA												WISCONSIN														
Kassebaum (R)	-	-	-	-	-	-	-	+	+	-	20	37	East (R)	-	-	-	-	-	-	-	-	-	-	0	0	Proxmire (D)	-	-	+	-	+	-	-	+	-	+	40	47	
Dole (R)	-	-	-	-	-	-	-	+	-	-	10	10	Helms (R)	-	-	-	-	-	-	-	-	-	-	0	16	Kasten (R)	-	-	-	-	-	-	+	-	-	-	10	10	
KENTUCKY																									WYOMING														
Ford (D)	+	+	+	-	+	+	+	+	+	+	90	90													Simpson (R)	-	-	-	-	NV	-	-	+	-	-	11	33		
Huddleston (D)	+	+	+	-	+	+	+	+	+	+	80	61													Wallop (R)	-	-	-	-	NV	-	-	NV	-	-	0	21		

TELEVISION

'Blood and Honor'

Youth under Hitler ...a TV Mini-Series

"Blood and Honor," a five-hour TV mini-series chronicling the personal stories of German children seduced into the Hitler Youth Movement, will be syndicated beginning the week of November 28 to some 60 cities across the nation.

Check local listings for station, dates, and air times in your community.

First televised last summer in Germany, "Blood and Honor" was produced by New York's Daniel Wilson in association with SWF Baden-Baden and Taurus-Film, Munich. This creative collaboration will help new generations learn of the tragedy of the years 1933 to 1939—and the danger of extremist movements today.

The following are suggested curriculum ideas for use with the TV series. More detailed study suggestions are available free from TV Guides, NEA Communications, 1201 16th St., N.W., Washington, DC 20036. A poster guide to "Blood and Honor," designed for high school students, is available free (one per request) from Cultural Information Service, P.O. Box 92, New York, NY 10156.

Grade level: Intermediate and high school

Subject area: Social studies

General objective: To increase students' knowledge of history, politics, and psychology, and to

help them become critical TV viewers.

Specific objectives:

—To examine the political and economic climate that enabled Adolf Hitler to gain power.

—To identify Nazi propaganda techniques and strategies.

—To understand how people learn values.

—To recognize stereotypes and their dangers.

—To develop skills in analysis.

—To compare the role of German youth in the 1930's to the role of American youth today.

—To gain an understanding of mass persuasion and mob psychology.

Suggestions for background assignments:

Students may work in groups to research the following topics and present reports to the class.

—The Weimar Republic: the Versailles Treaty Dilemma, the Weimar Constitution, major political parties involved, election results during Hitler's rise to power.

—The economic climate: Germany's economic straits following loss of World War I, worldwide depression as an asset to Hitler's propaganda.

—Nazi principles of inequality.

—Hitler's background.

Previewing activities:

—Have students investigate

That's a Springboard for Learning

how the Nazi Party successfully seduced Germany's youth into the Hitler Youth Movement.

—Discuss propaganda techniques. Have students identify some techniques used in today's media.

—Name several ethnic groups. After each group is mentioned, ask students to list characteristics that come to mind.

—Have students give their perceptions of the controls a police state has on families.

Postviewing activities:

—Discuss why boys like Hartmut Keller responded to the appeal of the Nazis. Questions: Could American youth be equally attracted to the Nazis? What is the attraction of cults for some Americans? What was the appeal of Jonestown?

—Examine well-known political machines in this country. Compare them to the Nazi influence in Germany. Questions: Could a Hitler Youth Movement happen here? Would Americans—under conditions similar to Nazi Germany—accept a Hitler? Why? Why not?

—Try a values test. Paint on cards a variety of symbols—flags from various countries, a cross, a dollar sign, the Communist insignia, the Swastika. . . . Ask



students to indicate their feelings about each symbol. Inform them of the origins of each. Then see if any students have changed their feelings based on this new information. Discuss where and how we learn values.

—Have students follow an election campaign and watch for political promises and emotionally charged words. (Students might collect political handouts before viewing the film.) Identify audiences for which the appeals are intended.

—Read sections from Erich Fromm's *Escape from Freedom*. Have students discuss life in a society where someone else sets guidelines for you. Question: How can one develop a desire for independent action and a willingness to accept consequences?

—Discuss difficulties involved in organizing opposition to a police state. Have students list restrictions on individuals. Students can read and discuss George Orwell's *1984*.

—Have students develop and act out short, catchy commercials to sell "their" products or ideas to classmates.

—Have students rate the appeal of commercials and slogans. Question: What makes one commercial more appealing than another?

—Discuss the many ways propaganda can be used.

—Explain the process of scapegoating and why it is practiced. Show how countries have internal and external scapegoats. Questions: What were Germany's scapegoats? What are Russia's scapegoats? Do we have scapegoats in America?

—Discuss President Roosevelt's reaction when he first heard of Germany's concentration camps. Question: Could concentration camps exist here? Why? Why not?

References:

Two NEA publications will provide excellent background reading for "Blood and Honor." To order, write to NEA Professional Library, P.O. Box 509, West Haven, CT 06516:

Alschuler, Alfred S., ed. *Values Concepts and Techniques*. Rev. ed., 1982. (1487-1-0D) \$9.95.

Connecticut Education Association, Council on Interracial Books for Children, and National Education Association. *Violence, the Ku Klux Klan, and the Struggle for Equality*. 1981. (1419-7-0D) \$4.95.

Other related books:

Infield, Glenn B. *The Secrets of the SS*. New York: Stein & Day, 1982.

Orwell, George. *1984* and *Animal Farm*. Many editions available.

Shirer, William L. *The Rise and Fall of the Third Reich: A History of Nazi Germany*. New York: Simon & Schuster, 1960.

Thum, Gladys and Marcella. *Persuasion and Propaganda in War and Peace*. Evanston, Ill.: McDougal Littell, 1974.

This study guide was prepared by NEA member Betty Little, a psychology and government teacher at George C. Marshall High School in Fairfax County, Virginia.

Other NEA-Recommended Viewing This Month

In addition to "Blood and Honor," NEA recommends the following broadcasts to members, students, and their families in the weeks ahead:

Mystery at Fire Island—CBS-TV, Sunday, November 7, 5-6 p.m. ET. The reasoning skills of young viewers will be tested by a series of clues to the mystery of the sudden disappearance of a fisherman.

The Charterhouse of Parma—PBS, Mondays, November 8, 15, 22, 8-9 p.m. ET. "Great Performances" dramatization of Stendhal's classic 18th century novel, starring Marthe Keller.

The Blue and the Gray—CBS-

TV, Sunday, November 14, 8-11 p.m.; Tuesday, November 16, 9-11 p.m.; Wednesday, November 17, 8-11 p.m. ET. Eight-hour mini-series based on Bruce Catton's novel about two families drawn into frightening and sometimes glorious events during the Civil War. CBS study guides have been mailed to NEA state affiliates. Additional curriculum materials are available from TV Guides, NEA Communications, 1201 16th St., N.W., Washington, DC 20036.

Journey to Survival—CBS-TV, Thursday, November 25, 5-6 p.m. ET. "CBS Afternoon Playhouse" presents six troubled teenagers learning to cope with themselves and the world about

them through a wilderness encounter.

Nature: The Discovery of Animal Behavior—PBS, Sunday, November 28, 8-9 p.m. ET. First of six programs combining dramatic re-creations with spectacular location footage. Shows how naturalists and scientists have come to understand animal behavior.

Big Bird in China—NBC-TV, November (check local listings for date and time). "Project Peacock" special, starring Big Bird and other critters, takes youngsters to Peking, the Great Wall, the Forbidden City, the Temple of Heaven, and other locations in China.

IDEA EXCHANGE

Charting Students' Feelings

Knowing how students are feeling can be a key to keeping the day running smoothly. Two West Coast elementary teachers use variations of one idea to let their students tell how they feel each day.

Linda Stone, a second grade teacher at the Marshall Elementary School in Marysville, Washington, uses a "feelings chart"—a square marked off in irregular-shaped segments. Stone writes names of feelings in some of the segments. In the rest, the children can add names of other feelings they think are important.

Every morning, as Stone's pupils enter the classroom, each one takes his or her name tag from the bulletin board and tacks it to the feeling that suits that child at that time. Stone then takes a few minutes to remark on each child's feeling, without dwelling on it. She reports that the pupils are better able to get on with the business of learning because they know that someone is aware of how they feel.

Tony Diaz of Long Beach, California, has used a similar method for the past three years with his fourth graders at Longfellow Elementary School. He lists feelings across the top of a bulletin board, and his students put cards with their names on them under the appropriate feeling. They can change the feelings at any time during the day.

The "feelings bulletin board" helps teacher and student communicate, says Diaz. It can signal him, for example, to find out *why* Sammy is feeling too tired to do his work or *why* Laurie is so excited.

Rating Classroom Discipline

Alvin Cunningham doesn't claim that his idea will solve all classroom behavior problems for all teachers. But for those who find it fits their teaching style, this sixth grade teacher at the Lincoln School in Ottawa, Illinois, suggests the following.

Cunningham lists students' names alphabetically down the left side of a large, readable poster board. To the right of the names is a grid of squares divided into equal sections from left to right and labeled across the top with a range of evaluation ratings (maybe *A* to *F* or *Excellent* to *Unsatisfactory*). Down the right side of the board is a numbered list of behavior violations that Cunningham and his class together have chosen as important.

Use of the chart is simple. When Cunningham sees a student break a rule, he writes the number of the violation in the first empty square to the right of that student's name. The more squares fill up because of violations, the farther the student's deportment rating moves from good to bad.

At the end of each grading period, Cunningham records the final rating and puts a new grid over the old—so each student begins again at the highest deportment rating.

Cunningham makes some recommendations on using the chart:

- Record marks on the chart only when the student involved acknowledges the violation. Stress honesty, not guilt.
- If a student will not admit a violation that you have observed, handle the matter privately, not in class.
- Establish special recognition for students whose rating remains unchanged for a certain time.

- Apply the process consistently.

Cunningham reports that using the deportment chart stimulates students to compete with one another and themselves in good behavior—and eventually frees him from much of the burden of maintaining discipline.

Writing by the Rules

Although some students write naturally and without hesitation, others need a formula to follow at first, says Marlene Jones, who teaches English at Toll Junior High School in Glendale, California. She uses a concrete illustration to present her formula.

For example, she may show a bowl of fruit to the class and say, "I have some fruit in this bowl." She goes on to mention each piece of fruit and describe it in a separate sentence, occasionally noting how many sentences she has produced. When she has eight detail sentences, she adds a conclusion.

Jones points out to the class her use of words that bridge, such as *first*, *also*, *besides that*, and *finally*, to connect the detail sentences in the composition.

Now the students are ready to use the writing formula:

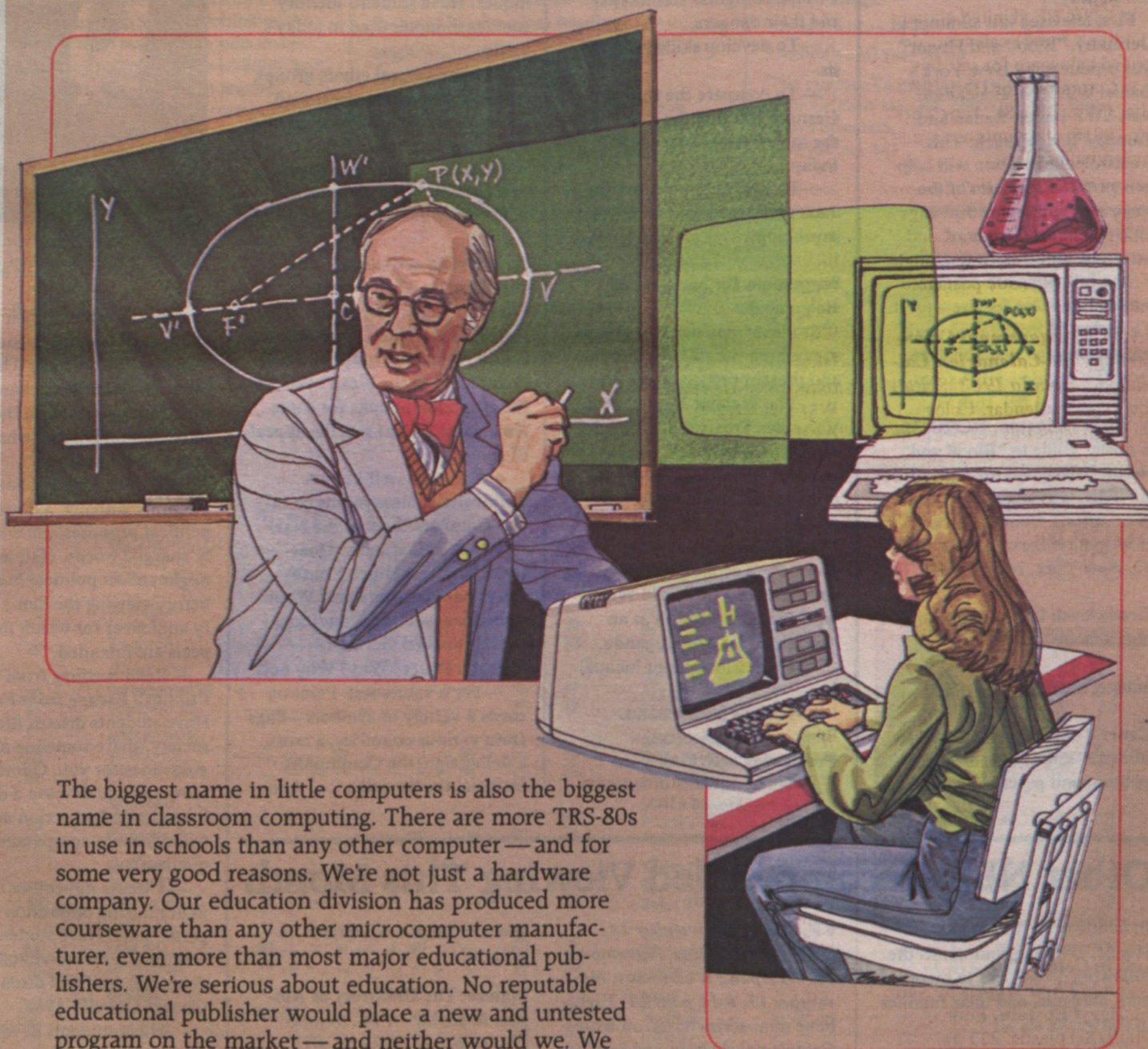
1 opening sentence + 8 detail sentences + 4 words that bridge + 1 ending sentence = a 10-sentence theme

Jones explains to the students that they don't have to write exactly 10 sentences in every composition, but it's good for them to use that number until they find it natural to include interesting details and combine sentences effectively.

Using this formula, Jones says, her students seem to acquire, along with the new skills, a new confidence that they can extend to writing in other classes.

If you're using a classroom activity that you think other NEA members might like to know about, please send a description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

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The Students' Right To Read. National Council of Teachers of English (NCTE). Pamphlet. New, more concise edition of NCTE's 1972 statement. Gives a constitutionally based rationale and plan of action for dealing with citizen complaints about what students read and study in public schools. Revised, 1982. 25¢. NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

CALENDARS

Both UNICEF (United Nations Children's Fund) calendars described below are for sale by U.S. Committee for UNICEF—LIB, 331 E. 38th St., New York, NY 10016. Discounts are available on bulk orders.

1983 UNICEF Wall Calendar. Illustrated with color drawings done by children from around the world. Cat. No. 5005. Single copy, \$2.50 plus 50¢ postage and handling.

UNICEF Engagement Calendar/Agenda-Calendrier/Calendario-Agenda 1983. Spiral-bound desk calendar. Color photos present this year's theme:

the role of water in work, play, religion, art, and history. Text in English/French/Spanish. Cat. No. 706D. Single copy, \$6 plus \$1.50 postage and handling.

CONSUMER INFORMATION

Consumer Information Catalog. Consumer Information Center, General Services Administration. Catalog. Lists more than 200 selected free and low-cost consumer booklets published by federal agencies. Quarterly. Free if 25 or more copies are mailed to the same address. Ask for the mailing list application card. Consumer Information Center, Pueblo, CO 81009.

HISTORY

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Islam: Politics and Religion in the Muslim World. Thomas W. Lippman. Foreign Policy Association. Booklet. Presents

an overview of the Islamic world—beliefs, history, key countries—by the former Middle East correspondent for the *Washington Post*. Headline Series No. 258. March-April 1982. \$3. Quantity discounts and subscriptions available. Foreign Policy Assn., 205 Lexington Ave., New York, NY 10016.

HOME ECONOMICS

Both leaflets listed below are for sale by Coats & Clark Inc., Dept. S.I.T.—Projects, P.O. Box 1966, Stamford, CT 06904. Write for order form, which gives rates for bulk orders.

Puppet Pals. Leaflet. Gives sewing patterns and instructions for making four hand puppets.



Tic Tac Toe Pillow. Leaflet. Gives sewing patterns and instructions for making one large gameboard pillow and 10 mini-pillows to be used as player pieces.

MUSIC

The Ring: Four Plays for Children (Das Rheingold, Die Walkure, Siegfried, Gotterdammerung). Adapted by Philip Caggiano from Richard Wagner's music drama *Der Ring des Nibelungen*. Bard/Avon Books. Paperback. Lets children perform Wagner without their having to sing it! Gives musical underscoring using pre-recorded orchestral excerpts from Wagner's original operatic score. 1982. 93 pp. \$2.50 plus 50¢ postage and handling. For quantity discounts, contact Office of the Director of Special Markets, Avon Books, 959 Eighth Ave., New York, NY 10019.

NUTRITION

The leaflets listed below are available from Nutrition Dept., General Mills, Inc., P.O. Box 1112, Dept. 45, Minneapolis, MN 55440.

A New Perspective on Dental Caries and Diet. Explains the relationship between foods containing carbohydrates and tooth decay. Reprints the American Dental Association's current "Statement on Diet and Dental Health." 1982. 30¢.

Salt/Sodium. Describes current thinking on the relationship between sodium intake and high blood pressure. Explains the role

of sodium in the body and the difference between sodium and table salt. 1982. 25¢.

READING

Children's Choices for 1982. Booklet. Consists of a bibliography of trade books for children, grades K-8. Compiled annually (with children's help) and annotated under the direction of the Joint Committee of the International Reading Association and the Children's Book Council. Reprinted from the October 1982 issue of *The Reading Teacher*. 1982. 22 pp. Single copies available free with self-addressed 6" x 9" envelope, stamped with first-class postage for 2 ounces. Intl. Reading Assn., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711. Attn: Children's Choices.

SCIENCE

Edmund Scientifics. Resource kits. Series consists of five mini-experiment kits for elementary school-aged children on weather, magnets, color, mirrors, illusions. Each kit includes materials and instructions for conducting experiments and a card honoring a famous scientist in the field. \$9.95 each, plus postage. Stock No. 31,539. Edmund Scientific, 7082 Edscorp Bldg., 101 E. Gloucester Pike, Barrington, NJ 08007.

Books



Kids in Court: The ACLU Defends Their Rights by Sam and Beryl Epstein. Four Winds/Scholastic. 233 pp. \$9.95.

The idea of a book for teenagers about their constitutional rights (as established through litigation) is an appealing one for several reasons.

Since this area of the law has seen dramatic and intriguing developments in the last 20 years, it's a natural topic for interesting reading. Second, members of any group should be knowledgeable about the expansion or limitation of their rights under the Constitution.

Third, the subject of their own rights provides a perfect

vehicle for instructing adolescents in our legal system's operations and accomplishments. Last, if the book is a good one, social studies teachers can use it to inform themselves.

Unfortunately, in *Kids in Court*, authors Sam and Beryl Epstein never realize these significant potentials. If good writers can make even the most boring subject interesting, the Epsteins have proved the reverse. They have gathered an apparently random selection of lawsuits that the ACLU (American Civil Liberties Union) has supported and that involve adolescents. They then set them out in no particular sequence and provide them with dull, factual backgrounds.

The authors never explain clearly the legal significance of the suits' outcomes, nor the expansion or narrowing of rights that inevitably occurs from one court decision to another. Not until the end of the book do they explain—briefly—the First and Fourteenth Amendments, the basis of almost all the litigation they have previously described.

The idea behind this book was a good one, but the contents simply don't measure up.

Reviewed by Barbara Stein,
NEA Human and Civil Rights.

The Disappearance of Childhood by Neil Postman. Delacorte Press. 177 pp. \$13.95.

Children are becoming extinct. This is the startling premise of the latest book by the author of *Teaching as a Subversive Activity*. Neil Postman begins *The Disappearance of Childhood* by presenting the evidence for his theory that "the dividing line between childhood and adulthood is rapidly eroding."

The merger of child and adult is an easily observed social phenomenon. Twelve- and thirteen-year-old girls are among the highest paid models in the U.S. Crime and abuse of drugs and alcohol occur in increasing proportions among younger and younger children.

Moreover, children and adults now dress alike, play the same games, use the same language, and seek the same entertainment. (As examples of the emerging "adultified" child, Postman offers the stars of the Jordache jeans commercials.)

To explain why children are once again becoming small adults, Postman traces the history of childhood. He observes that the Greeks' and Romans' concern for education reflected a growing awareness that children required nurturing and that nurturing was a prerequisite for teaching literacy.

But in the Middle Ages, literacy disappeared even among the privileged classes, and the idea of nurturing disappeared with it. Immersed in an oral world, medieval children had access to almost all forms of behavior and language available to adults, and after about the age of seven, they were treated like adults.

It was not until the invention of the printing press in the 15th century that the concept of childhood as we know it emerged. With literacy once again fairly widespread, a sharp division occurred between those who could and could not read.

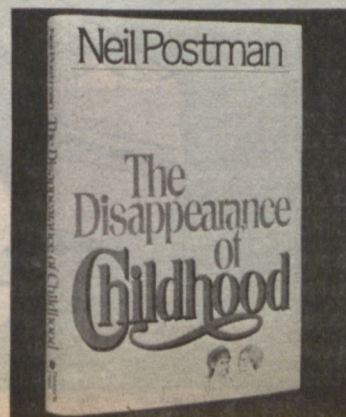
Literate adults, who had access to printed as well as oral sources of information, could keep knowledge about such matters as sex, money, violence, illness, and death secret from children. Possession of these

cultural "secrets" gave adults authority over children and the power to control children's exposure to the secrets as well. Children had to "earn" adulthood, and education became their means of doing so.

Just as the printing press helped to create the idea of childhood, our modern communications media are destroying that idea. "The total disclosure medium," as Postman calls television, provides everyone simultaneously with the same information. Watching TV requires no special instruction and makes no complex intellectual demands. Consequently, the six-year-old and the 60-year-old have equal access to its secrets. The child's world is no longer separate from the adult's.

In this provocative little book, written with style and scholarship, Postman's message to educators is both devastating and encouraging: even though the electronic media are making children an endangered species, the schools are the only public institution strong enough to resist the decline of literacy and, therefore, the disappearance of children.

Reviewed by Madeleine Ramsey,
language arts teacher, Northeast
Middle School, Bethlehem,
Pennsylvania.





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DISCOUNTS

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Unified Vitamin Program: Professional quality vitamins at a professionally discounted price. Freshness is guaranteed for two years from your date of purchase. A full line of vitamins is offered.

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People



When Patrick Hicks urged his economics students to enter a newspaper writing competition sponsored by *Current Events* and *Weekly Reader*, they challenged him to enter too. The result? Two winning essays from Happy Valley High School in Carter County, Tennessee.

NEA member Hicks won the \$1,000 first prize from the National Newspaper Association for his essay on "A Free Press—My Window to the World." And one of his sophomore students, John Lewis, earned a silver medal for an essay judged among the 10 best of the 15,000 entries nationwide.



There's nothing new about teachers seeking election to state legislatures. But in Utah this fall, Donna Yardley Peterson, a high school teacher and NEA director, finds herself running against an unusual opponent: her brother Jim Yardley.

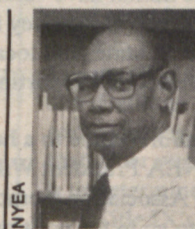
Peterson, a past president of

the Utah Education Association, is a Democrat. Her brother, a member of the Utah Industrial Board for the past three years, is a Republican. Their views are poles apart.

Peterson says she favors the Democratic Party because it is more interested in education and

in programs for the elderly and the needy—and has "philosophies closer to my own." Yardley favors the GOP because "the giveaway programs of the Democratic Party got to me."

Come November 2, voters in Utah's 73rd House district will decide which view they agree with.



NYEA

"I'm happy to have my job back," says Al Armstrong, who was recently reinstated as a special edu-

cation teacher in New York's East Ramapo Central School District. He collected \$73,000 in back pay.

Though the district claimed Armstrong was still on probation as a special education teacher when he was dismissed without reason in 1977, the Rockland County Supreme Court ruled that he had acquired tenure during his seven years as an attendance teacher, employment program coordinator, and special ed teacher at both elementary and junior high levels.

In the five years between his dismissal and his vindication, Armstrong worked as a CETA work-study coordinator, a substitute teacher in Connecticut, a social worker, and an employment counselor. His lawsuit was backed by the NEA/NYEA Kate Frank/DuShane Unified Legal Services Program.

Nancy Bales, Garfield County News



Russ Burbank

If Irish eyes are smiling, then Bob O'Donnell is partly responsible. O'Donnell teaches plumbing at Cape Cod Regional Technical

High School, but in the summer he flies to Belfast, Northern Ireland, and returns with 75 boys and girls, 9 to 11 years old.

Housed with families on the Cape and in Boston, the young-

sters—both Catholic and Protestant—are given a six-week respite from their war-torn homeland.

"We get them out of troubled areas and show them there's a better way to solve differences than killing," says O'Donnell, who has directed the Cape Irish Children's Program for two years.

"We don't expect to solve all the problems in Northern Ireland," he explains, "but we plant a small seed and hope it takes."



Bill Fischer

Wait! Don't throw away those old magazines and coffee cans. Association member Ann Christensen has some suggestions for turning these and other common throwaways into helpful teaching aids.

Her tips appear in *Trash to Treasures, An Idea Book for Classroom and Media Center Materials*, which she co-authored with Lee Green, a media education professor at the University of Northern Colorado.

Christensen, a library media specialist at Stott Elementary in Arvada, says the book is "chock-full of ideas teachers can use to enhance classroom instruction." Copies are available from Libraries Unlimited, P.O. Box 263, 6931 South Yosemite, Littleton, CO 80160.



C. J. Putnam

As a youngster growing up in southern Illinois, Ann O'Neal Garcia dreamed of living in Wyoming, the setting of her favorite book, *My Friend Flicka*. She made that dream come true. Garcia now teaches high school English in Cheyenne.

She realized another lifelong aspiration last spring with publication of her own teenage novel, *Spirits on the Wall*, which she describes as "a women's liberation story set in the Stone Age." The book chronicles the struggle of a young crippled girl and her grandmother against the restrictions of Paleolithic society.

Although Garcia wrote the novel in just one month, it took five years to get published. "I got the feeling most publishers never read it," she says. "There were no fingerprints or coffee stains on the manuscripts, just the usual rejection slips."

Spirits on the Wall can be ordered from Holiday House, 18 East 53rd St., New York, NY 10022.



An Association member in Lansing, Michigan, never expected that the multiethnic curriculum she wrote for

her classes at the Everett-Park REACH Center would be widely used throughout the city.

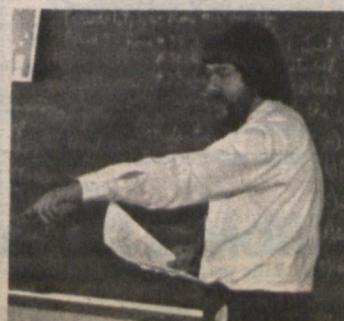
But because of that curriculum, Lillian McFadden recently received a double honor—the Michigan Education Association's Instructional Excellence Award and its Multicultural Award.

McFadden, who teaches reading, math, and interpersonal skills to high school "pushouts" (students who can't function in the traditional school setting), is also a community activist. "Sometimes I have three or four children from the same family," she says, "and having worked in the community, I know most of the families."

School and juvenile records show that McFadden has about an 80 percent success rate with her students.

When Bob Brown assumed the presidency of Connecticut's Southington Education Association last year, he approached the editor of the weekly *Southington Observer* and offered to write a column every other week on education. The editor accepted.

Brown's column, headlined "We Teach the Children," has dealt with testing, prejudice, school budgets, school closings, and tuition tax credits.



CEA

Get Out and Vote on November 2!

"I also urge all members to continue to make their voluntary contributions to their national, state, and local Association PACs—both to help endorsed candidates meet their 1982 campaign expenses, and to start building education's campaign fund as we begin looking ahead to 1984."

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees.

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YOU AND THE LAW

School, College Employees Protected by Title IX

An employee filing a Title IX sex discrimination complaint against a school district or education institution need no longer fear that the employer will challenge the complaint on grounds that Title IX doesn't cover employment practices.

A Supreme Court decision in May of this year affirmed what NEA and other sex equity advocates have argued all along: Title IX of the Education Amendments of 1972 covers school employees as well as students.

NEA joined a friend-of-the-court brief arguing that view in two Connecticut cases that the Supreme Court decided jointly: *North Haven Board of Education v. Bell* and *Trumbull Board of Education v. Bell*.

Title IX reads, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

In its landmark 6-3 decision, the Supreme Court ordered a lower federal court to consider two claims: one from a tenured teacher who charged her North Haven school district with violating Title IX by refusing to rehire her after a one-year maternity leave, and the other from a guidance counselor in the Trumbull district who claimed that her inferior treatment and nonrenewal were the result of sex discrimination.

The decision puts every educational institution in the country on notice that its employees,

as well as its students, can use the powerful remedies of Title IX to rectify sex discrimination. School districts and colleges that violate Title IX risk a cutoff of federal funds.

Among the first beneficiaries of the Supreme Court's action are over 200 education employees with cases pending in the U. S. Department of Education's Office for Civil Rights. Investigation of their cases had been put on hold more than two years ago after several federal courts of appeal interpreted Title IX as protecting students only.

One issue that remains under litigation is the meaning of Title IX's "program specific" requirement. The government has generally interpreted Title IX as applying to all activities of schools and colleges that receive any federal funds, not just those specific programs that directly receive the funds.

The Supreme Court, however, suggested that programs and activities not getting direct federal money are exempt from Title IX—but failed to define "program" or "activity."

Meanwhile, federal courts have reached different conclusions on this issue, which will probably end up back in the Supreme Court. In *Grove City College v. Bell*, a Third Circuit judge supported the government's view that Title IX prohibits sex discrimination in virtually every program run by a college that receives federal student assistance. In *Haffer v. Temple University*, the Third Circuit Court ruled further that Title IX covers college athletics

if the school receives federal financial assistance.

These decisions conflict with *University of Richmond v. Bell*, where a lower federal district court in Virginia held that only programs receiving federal funds "specifically earmarked" for them are covered by Title IX. The Reagan Administration has refused to appeal this decision.

NEA had joined in a friend-of-the-court brief in *Grove City*, arguing that Title IX applies to all programs in any institution that benefits from federally guaranteed student loans. The brief pointed out that the loans, by providing funds for students' education expenses that otherwise would have to be provided from the institution's own resources, benefit the institution by increasing the total funds available to it.

Another issue muddying the Title IX waters is a proposed Reagan Administration regulation that would change—for the worse—the way Title IX employment complaints are investigated. Currently, the Department of Education handles such complaints. But the Department of Justice and the Equal Employment Opportunity Commission (EEOC) propose transferring Title IX complaints initially to the EEOC and treating them like complaints filed under Title VII of the Civil Rights Act of 1964, which prohibits sex discrimination in employment.

Such a change would pose many problems:

- The Executive Branch would be narrowing the option—created by Congress—that allows education employees to file sex

discrimination charges under Title IX, Title VII, or both.

- Moving complaints to EEOC would likely lengthen the resolution process. ED currently must comply with a 1977 court order in *Women's Equity Action League (WEAL) v. Bell*, which sets deadlines for investigations and compliance reviews. How that order would apply to EEOC is undetermined.

- Title IX's administrative remedy may have broader implications for the institution or school system than Title VII's personal remedy. Under Title IX, ED issues a letter of finding that sets policy and precedent. ED can also cut off federal funds. Under Title VII, EEOC primarily tries to settle the individual complaint, not bring the employer into compliance.

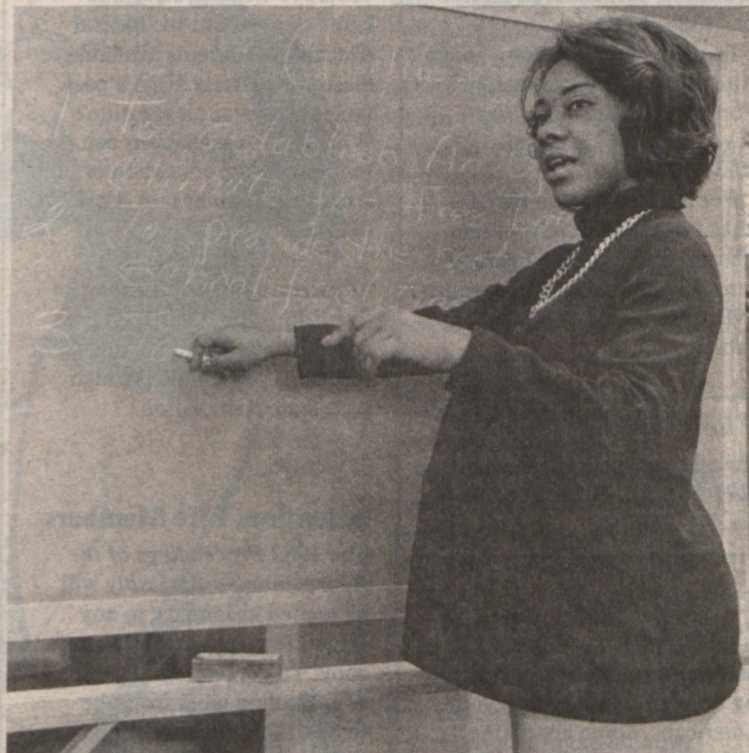
- Under the new proposal, if EEOC fails to settle, the complaint could go back to ED. That would just lengthen the process.

- The Justice Department's proposals envision split complaints and dual investigations when a complaint contains elements of both student- and employment-related sex discrimination. ED would handle the student complaint, EEOC the employee complaint—a duplication of effort.

Exactly what an employee can expect after filing a Title IX complaint remains unclear. But *North Haven* firmly establishes that Title IX covers employment and that institutions face fund cutoffs for violating the law.

NEA and its allied organizations are working to keep authority to enforce Title IX in the Education Department—and to keep the right to file a Title IX complaint from being submerged or diluted in any way.

—Sheilah Vance



Supreme Court ruling in landmark Connecticut Title IX case makes it clear: school districts and colleges that discriminate against pregnant employees risk cutoff of federal funds.

Joe Di Dio

YOU AND YOUR RETIREMENT

Will You Fall Through The 'Medicare Gap'?

In all but 12 states, teachers are covered by Social Security and so are automatically eligible for Medicare at age 65. You may also qualify for Medicare if your spouse is eligible and enrolls in the program. Or you may choose to pay premiums to Medicare for its coverage—though you should first compare the cost and scope of private health insurance policies (see page 25).

While it provides good basic coverage, Medicare pays only about 40 percent of the average person's medical bills. So if you don't have additional insurance,

you'll have to pay the remainder yourself.

To pick the health insurance plan that best supplements Medicare, you must first understand what Medicare provides. "Part A" covers the first 60 days of a stay in the hospital, after you pay a \$260 deductible (rising to \$328 by 1984). For the next 30 days of hospitalization, Medicare will pay for all but \$65 (called a "co-payment") of approved services.

Medicare's "Part B"—medical insurance, optional for \$12.20 a month—pays up to 80 percent of approved charges for doctor bills, lab tests, and ambulance

transportation after you pay an annual deductible of \$75.

You can see that while Medicare does indeed provide some protection, you'll still have to pay much of your health care costs. And Medicare doesn't cover such items as custodial nursing care or prescription drugs used outside the hospital.

What can you do? Check your present group health insurance plan to see if it can be converted into a Medicare supplement policy when you reach age 65. Because group policies usually provide more complete coverage at lower cost than individually purchased plans, this is probably your best bet. If your policy can't be converted, your Association may want to bargain for this feature next time around.

If you need further coverage,

you have three choices:

- **Health maintenance organizations (HMOs).** For a fixed monthly payment, an HMO provides comprehensive health services through its own physicians and clinics, and through hospitals with which it contracts. Most HMOs don't charge deductibles or co-payments on Medicare-covered services. HMOs may be the best value for your health care dollar.

Drawbacks: You may not live near an HMO. And you will have to give up your personal physician and receive health care in a clinic setting where you may not always be seen by the same doctor.

- **Catastrophic or major medical expense policies.** These help pay the high costs of serious illnesses, usually have large deductibles, and offer no coverage

of Medicare's co-payments. Such policies can be a good buy—but only if you can afford to pay Medicare's deductibles and co-payments on your own.

- **Individual Medicare supplement policies.** These should fill the gaps left by Medicare by paying some or all of your deductibles and co-payments. Carefully scrutinize policies. Those that offer limited benefits don't cost much—but they don't pay out much either. Rather than buying several limited policies, try to find one comprehensive plan—you'll save money in the long run.

Take your time to make a decision, paying close attention to exclusions for preexisting conditions and waiting periods before the policy takes effect.

—Barbara Lawless

Your NEA

REACHING OUT

Counterattacking Classroom Invasions

Amid right-wing attacks, how can educators work together to sustain the integrity of public education and defend students' rights to inquire, study, and evaluate?

Explore this question with your colleagues from around the nation at NEA's 21st annual conference on human and civil rights in education, set for February 25-27, 1983, in Washington, D.C.

Theme will be "Teaching the 'Right Stuff': The Great Classroom Invasion." General sessions and small groups will examine the current controversies over creation science, censorship, sex education, and the corporate influence on public schools.

To preregister for the conference, write to NEA Human and Civil Rights at NEA Center.

Parent Conferences . . . And Income Taxes

A new title in the NEA Professional Library's popular "What Research Says to the Teacher" series is *Parent-Teacher Conferencing*.

This 32-page book examines the history of parent-teacher conferences, summarizes research findings, and suggests ways for teachers to improve communications with parents. The price is \$2. Order by stock number—1057-4-OD.

Meanwhile, the latest edition of one of the Professional Library's more popular titles, *The NEA Federal Income Tax Guide for Teachers*, is nearing completion. To help you get a head start on the annual chore of filing your taxes, the book will be available a full month earlier than in previous years.

The 1982 edition—ready for shipment on December 1—includes the newest information about tax rates, IRAs, deductions for educational travel, and a myriad of other vital concerns. The cost is \$5.95. Stock number: 1386-7-OD.

To order either of these books, write to the NEA Professional Library, P.O. Box 509, West Haven, CT 06515, or call (203) 934-2669.

For information on the 500 other titles available from the Library, check your annual edition of *Today's Education* under "NEA Members' Discount Catalog."

When Writing NEA . . .

The address for NEA Center is 1201 16th St., N.W., Washington, DC 20036.

Kit To Combat Extremism

Extremist groups are intensifying their efforts to recruit young Americans. Some are taking their case to school grounds, talking to students and passing out literature.

To help teachers counter these movements, NEA Instruction and Professional Development has developed a new kit, *Extremism in the United States*. It includes lesson plans covering political extremism, extremist groups, neo-Nazism, and anti-Semitism; essays on various movements; and a selected bibliography.

Single copies are free from NEA/IPD at NEA Center.

Two Ethnic Groups In NEA Spotlight

Did you know that the American Indian/Alaska Native student population now numbers almost 460,000? Would you like to know more about the federal education programs available to these youngsters? NEA's positions on relevant legislation? What state Associations can do to improve the education of American Indians and Alaska Natives?

A helpful new booklet, "American Indian/Alaska Native Education," has been prepared by NEA Human and Civil Rights. It's available through your state Association.

Attention, Life Members

The 1982 *Proceedings of the Representative Assembly* will be mailed in January to any NEA life member who wants a copy. To get one, simply clip your mailing label from the front of this newspaper and send it with your request to Membership Records at NEA Center no later than December 1.

LOOKING BACK



That disarmament poster designed by Elkhorn, Wis., Area High School art teacher **Ric Hartman** (March 1982 *NEA Reporter*) has really struck a chord with NEA members.

"I'm still getting letters," says Hartman, who has sold over 200

copies of the poster, nearly half to educators. "Teachers tell me they're using the poster as a teaching aid, asking students to interpret the design. Schools are purchasing my poster for their media centers. Peace activists are reprinting my design."

Hartman's poster won honorable mention in a United Nations poster competition on disarmament, garnering one of only five international awards. Since then, Hartman has started his own freelance design business, called Studio Midwest, where he creates everything from logos to mobiles.

NEA's teacher exchange service received nearly 1,000 responses following a March 1982 *NEA Reporter* feature on the first NEA members to swap jobs.

The computer listing of 4,000 members interested in temporarily exchanging positions is being updated as we go to press. Teachers use this national list to arrange their own exchanges, with NEA providing guidelines. If you'd like to add your name to those already in the computer, write to Teacher Exchange, NEA-IPD, 1201 16th St., N.W., Washington, DC 20036 by November 12 for a registration card.

50 Years Ago

The following advice from Phillips Academy English teacher Claude M. Fuess appeared in the October 1932 *Atlantic Monthly* and was reprinted in the November 1932 *Journal of the National Education Association*:

"... the ideal teacher? He should be intelligent but not pedantic, dignified but not pompous, firm but not intolerant. He should be young enough to remember his boyhood but old enough to have put aside childish things. With all his scholarship, he should be aware that it would be a sad world if all his pupils were trained to be teachers—like himself. He should not be ashamed to possess or disclose his ideals, but should temper them with practicality. He should be able, outside his own bailiwick, to mix with other people on even terms, without selfconsciousness, superciliousness, or timidity. He should maintain at all costs his patience, his sympathy, and his sense of humor."

TAKING A STAND



Board of Directors Charts NEA's Course

The NEA Board of Directors meets five times a year and governs the Association between annual sessions of the 8,000-delegate Representative Assembly (RA).

The Board's 116 members serve staggered three-year terms. They represent the whole gamut of NEA members—including elementary and secondary class-

room teachers, school support personnel, administrators and supervisors, and higher education faculty.

The Board and the nine-member NEA Executive Committee determine how policies voted by the RA will be implemented. Among their many responsibilities, Board members approve the annual NEA pro-

gram budget for transmittal to the RA and approve nominees submitted by the NEA president for appointment to Association committees.

NEA members in each state affiliate have at least one seat on the Board—and are entitled to elect an additional director for each 20,000 active and educational support members. Califor-

nia leads the nation currently with eight seats on the Board.

"There's no better place to see our democratic Association in action than at Board meetings," observes Jeanne Thomas, a sixth grade teacher and first-year NEA director from Richfield, Minnesota. Like many of her colleagues on the Board, Thomas began her Association involvement at the local level and worked her way through the ranks.

"Each issue is debated openly before the majority of the Board determines its fate. No one is denied an opportunity to speak," explains Dick Lansford of Lakewood, Colorado. "The attitude that permeates the entire Board is that while the majority rules, minority opinions are heard."

Ward Rountree, III, is an at-large director from Dayton, Ohio. "My interests," he says, "are in what's best for the Association, with emphasis on assur-

ing that ethnic minorities are adequately represented in all facets of NEA's programs."

Where do the issues that come before the Board originate?

First, with the elected Representative Assembly. But, NEA directors are always looking for other opportunities to hear from the members they represent—at regional, state, and local meetings and talks with building reps.

At its September meeting, Board members met in regional clusters and scheduled this winter's six Regional Leadership Conferences: Southeastern, January 7-8, San Juan, P.R.; Mid-Atlantic, January 7-8 in Kentucky (site not yet determined); Pacific, January 14-16, San Diego, Calif.; Western, January 21-23, Omaha, Nebr.; Midwestern, January 28-29, Washington, D.C.; and Northeastern, January 28-30, Boston, Mass.

PERSONALLY SPEAKING

MONEY

How Well Are You Insured?

Do you have too little insurance protection, or too much? If you're like most Americans, the answer is *both*.

Financial advisers say the average age individual has too much auto, theft, and fire insurance against small losses, and too little against large losses . . . too much protection against small medical bills . . . and too little life and disability insurance.

Why? One reason is that as the inflation rate rises, people fail to adjust their insurance coverage accordingly. Twenty years ago a \$100 deductible (or initial self-insurance) made sense. Today, most families would not be too hard pressed to cover even a \$500 loss, and the money saved on premiums by increasing the deductible could be substantial over time.

Small claims are an insurance company's "bread and butter," however, so few agents will go out of their way to explain how you could save money by increasing your deductible.

Meanwhile, you probably need to *increase* your protection against *major* losses. Health, homeowners, and life insurance coverage that was adequate five years ago may be seriously out of date today. Your present liability coverage may be almost worthless in light of the high awards being handed out by judges and juries.

Adequate disability insurance is more important than ever, since Social Security disability benefits have become harder to qualify for.

More often than not, the extra cost of upgrading your insurance can be offset by the saving you realize when you raise your deductible. A careful reevaluation of your insurance needs can ac-

tually result in "something for nothing"—better coverage at a lower price.

For example, raising the deductible on your auto insurance from \$200 to \$500 could result in a large enough saving to allow you to increase your liability coverage from \$25,000 to \$500,000. You might even wind up with a net gain.

Another way to decrease your insurance bills is to reconsider the *type* of insurance you buy. For instance, if your car is more than a few years old and is paid for, it often makes sense to consider dropping collision coverage. Term life insurance can provide the same amount of protection as whole life or universal life insurance, but at a much lower cost, because it doesn't include a savings element. Group insurance plans are often less expensive than plans purchased individually.

Finally, don't be afraid to shop around for insurance. Just because you've been doing business with a certain company or agency for years doesn't mean you shouldn't occasionally check the competition. What once was the lowest priced policy on the market may now be one of the higher-priced. If you are satisfied with the service you've received from your insurance company in the past, however, don't be too quick to abandon it for a few dollars difference.

Insurance is meant to protect you and your family from the financial consequences of unforeseen losses, but it was never meant to completely insulate you from life's little ups and downs. The moral: don't buy more insurance than you need, but by all means make sure you're adequately protected from major financial disasters.

HEALTH

Is Your Group Health Coverage Enough?

Last year, Americans spent over \$287 billion on health care. That's an astonishing \$1,200 for every man, woman, and child. Health care costs are rising much faster than the inflation rate—15 percent last year alone!

With the price of staying healthy going up every day, it's no wonder nine out of ten people in the U.S. are now covered by some form of health insurance. Health insurance has become a basic necessity, just like food, clothing, and shelter.

Unfortunately, many people don't have *adequate* health insurance. In 1981, an estimated 7 million American families paid more than 15 percent of their income for uninsured medical expenses. Many were financially ruined as a result.

While unified Association members as a whole are better insured than the average American—thanks to vigorous Association bargaining for good group health insurance plans—today's skyrocketing health care costs mean you should regularly reevaluate your insurance needs and coverage.

If you find gaps in your employer's group insurance plan, you may want to consider purchasing some form of supplemental health insurance. Retired members covered under Medicare will also want to consider some sort of Medicare supplement policy (see page 23).

When shopping for a supplemental policy, remember that your goal is to *supplement* your health insurance, not *duplicate* it. Not only is it expensive to have two overlapping plans, but something called a "Coordination of Benefits" (COB) clause may seriously limit the payment you receive from one or both plans. COB clauses are designed to prevent you from profiting from an illness by collecting more than 100 percent of your bills. If one plan pays 80 percent of the costs of your illness, then a COB clause could prevent you from receiving more than 20 percent from the other plan.

Depending on your situation, you may want to examine—

- *Major medical, or catastrophic, expense policies.* If you feel your current group coverage may not protect you adequately from the high cost of a serious illness or accidental injury, then think about choosing an individual catastrophic or major medical policy with a large deductible. Properly chosen, such a policy could "take over" in case of extraordinarily high expenses.

- *In-hospital indemnity plans.* If you worry about meeting day-to-day living expenses while hospitalized, you may want to consider a plan that pays you a certain amount per day while you're in the hospital. Your Association offers such a plan, which provides \$40 to \$120 a day in benefits to be used any way you want.

- *Long-term disability (LTD) policies.* Social Security disability benefits are now more difficult to qualify for. If you worry about the financial impact a long illness would have on your family, you may want to look into LTD plans designed to supplement your health insurance and employer-sponsored disability plans. Association-sponsored LTD plans are available in many states.

One type of supplemental insurance you should *avoid* is "dread disease" insurance—such as cancer insurance. Most such plans, which cover you only against one particular disease, are very expensive considering the limited protection they provide. And a COB clause in your group plan, as mentioned above, may further reduce the benefits of such an insurance policy.

Because of the complexity and importance of health insurance, your Association has prepared a guide to help you understand what health insurance provides, how it works, and how to use it. The book is available free to unified members from Teachers Services Center, NEA Special Services, 51 Monroe Street, Suite 200, Rockville, MD 20850.



LEISURE

Planning a Trip Abroad?

The winter holiday season is a favorite time for vacationing. If you're thinking of a trip overseas, you owe it to yourself to spend a little time now on health considerations. Even a minor medical emergency can ruin your holiday if you're in a strange place and can't speak the language.

What will you do if you become ill on your trip? Will you know how to buy nonprescrip-

tion medications—or how to contact an English-speaking doctor? How accurate is the information on food and water purity that the tourist agency gave you? Do you need any special shots before you leave?

The International Association for Medical Assistance to Travelers is a nonprofit group providing travelers in foreign countries with high-quality, reliable health care and information.

Members receive a 65-page directory of IAMAT centers in 446 cities around the world, each with a 24-hour telephone answering service that can refer members to an English-speaking doctor.

To participate in the IAMAT program, doctors must be licensed, must belong to their national medical association, and must have completed at least one year of medical training in the U.S., Canada, or Great Britain.

Membership in IAMAT is free for the asking. Simply write to IAMAT at 350 Fifth Ave., Suite 5620, New York, NY 10118. You'll receive a membership card—and a "Traveler's Clinical

Record" for your home physician to fill out and for you to keep with you at all times as you travel.

Also available from IAMAT, for a suggested \$25 tax-deductible donation, is an extensive set of world climate charts showing the typical weather in all parts of the world month by month.

The charts also provide information on water and milk purity and precautions to be taken when eating local foods. Medical experts generally find IAMAT's charts more reliable than the claims made in promotional materials produced by national tourism offices.



Letters



New Format a Hit

I like your new format. Its greater readability makes it much more appealing.

As the first North Dakota teacher to have gone through a formal grievance—and with a national arbitrator deciding in my favor—it's always nice to hear of the "little people" winning ("Looking Back," October 1982). It's time we stopped being treated as second class citizens!

Barb Steinberger
Minot, North Dakota

Your new format seems to combine the best of *Today's Education* and the *NEA Reporter*. The entire October issue came across as exciting and readable.

While I enjoyed all the news articles and features, my particular favorites are "State Side" and "Local Look" (a taste of what our colleagues are doing across the country), "Idea Exchange" (I'm considering two of the ideas for my classroom), and "People" (not the usual NEA faces!).

In my years as an NEA member, this is the first letter I've taken the trouble to write. You deserve it!

Ellen Fleming
Bethesda, Maryland

Congratulations on the new *NEA Today*. The revised format is clean and inviting with coverage reflecting the myriad interests of teachers at all levels and from all areas.

I'm also happy to see that many of the best features from the *Reporter* have been retained. I was particularly impressed by the excellent coverage of the RIF problem.

Judy Dellamonica
San Francisco, California

Few public educators today have escaped the mounting disparity of social, political, and economic pressures and demands. That the *NEA Today* has included updates on political and human rights issues and a look at state, local, and individual member activities is an indication that the NEA is committed to moving forward in an attempt to fulfill its goal of "elevating the character and advancing the interests of the teaching profession."

Thank you for a publication that clearly stresses NEA's intensity of commitment.

Barbara May
Denver, Colorado

I want to tell you how much I love the new format of *NEA Today*. It is really superior to the old one in every way.

Normally, I would peruse the NEA newspaper and toss it. But not this new one. It is chock-full of most interesting and vital information for all teachers.

Keep up the fantastic job. I look forward to the next issue!

Marilyn Renner
Indianapolis, Indiana

Stereotyping Hurts Arab-Americans

"When Stereotypes Threaten Pride" (October 1982) was long overdue.

Discrimination has no place in American education, and Arab-Americans should not have to suffer from negative stereotyping by their fellow Americans. Educators should become diligent in their efforts to combat prejudice appearing in textbooks and the media, whether it is aimed at Arab-Americans or any other minority group.

Larry Roy Fiber
Shippensburg, Pennsylvania

James Zogby's article raises a topic that all too often has been ignored. As an educator and an American of Arabic descent, I have read many social studies textbooks and found them biased in their presentation of the Middle East. Outdated audio-visual materials only contribute to this distortion.

If we are committed to preparing our students to face the challenges of a complex and interrelated world, then we must encourage in them an understanding of various peoples and cultures. Stereotyping of ethnic groups merely perpetuates ignorance.

Those Americans who are proud to trace their roots back to the Arab world do not seek "special" treatment, but only equal consideration.

Joseph Elias
Wilkes-Barre, Pennsylvania

Wanted: A Teaching Job

I certainly identified with Marianne Reichert's feelings of inadequacy in the article on teacher RIFs (October 1982).

A recent honor graduate in early childhood education, I worked three years as an aide and attended college night classes to reach my goal of becoming a teacher.

What a deep disappointment to find that all my hard work, high grades, and outstanding recommendations amounted to practically nothing when I could not find a teaching position within 100 miles of my home.

Despite my years in a school system, even an aide's position eluded me. Now I have zero confidence and sit wondering: Will I ever find a job?

Debbie Lail
Conover, North Carolina

Computer Literacy For Every Student?

Echoes of "the only good computer is an unplugged computer" probably have been heard throughout

some school buildings. I, too, was skeptical of yet another piece of hardware in my classroom until I enrolled in an introductory computer course.

When used in the problem-solving mode, the computer can foster rather than stymie human interaction. Like any medium, a computer can personalize or de-personalize education—it all depends on how a teacher chooses to use the machine.

The sophistication of computer hardware presently exceeds that of the software. Even without instructional software, however, the computer can be used to stimulate trial-and-error experimentation and accuracy in the transmission of instructions.

I see a widening gap between computer "have" and "have not" students in our schools. To ignore computer literacy is to deprive students of practice with ways of learning (other than rote) that the computer can encourage.

Bonnie Wilson
Madison, Wisconsin

'High Noon' Approach

The volatile, frightening world situation makes the position of educators—particularly social studies teachers and high school counselors—crucial.

The Administration's "get tough," "protect OUR interests," "don't back down" attitudes, along with the dramatic amount of revenue being poured into weapon development, make the threat of armed confrontation a real one. U.S. intervention in the affairs of sovereign states already shows that this country will "have it our way"

with little regard for the desires of people in those countries—or those caught in the middle of a super-power confrontation.

Educators must take care to show different needs for different systems in other areas of the world. The danger of weapons stockpiling must be clearly presented. Most importantly, the "best school around—toughest kid on the block" attitude in the community of nations must be stopped.

Balancing viewpoints, covering multisided issues completely, and allowing for dissent in the classroom must be emphasized, along with teaching students to digest media presentations skillfully.

Counselors should present ALL options to each student expressing military interest. It is no longer acceptable to encourage enlistment because of job opportunities or a need to escape harmful home or community environments.

There is a need for intelligent, responsible presentations of the serious world situation—away from that "High Noon" approach. Educators have a duty to respond to that need. As professionals, as human beings, they must.

John O'Brien
Pleasanton, California

NEA Too Political?

A fellow teacher friend of mine recently remarked, "I haven't joined NEA because they have become too political." The only answer I had for this younger colleague was, "When you live in a political world, what choice do you have?"

I spent 33 years in the classrooms of Oregon and California and am now a retired NEA member, living on a meager monthly pension of \$516.

Even though our salaries weren't the highest compared to other professions, I am ever grateful to the Association, for without it teachers today would be in a sorry predicament indeed.

Franklyn E. Smith
Paradise, California

I challenge you to survey the NEA membership to see if you represent their feelings in regard to the liberal issues you support. I wouldn't be surprised if you found that over half your membership were conservatives and disappointed in the NEA leadership.

If you are true leaders, you will be interested in representing the majority of your members whether they agree with your personal point of view or not.

G. Scott Neville
Clifton Park, New York

What's your opinion? NEA members are cordially invited to use this page to exchange ideas with their 1.7 million colleagues around the nation. Correspondence should be addressed to "Letters," *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

fun is...

HAVING 35 4TH GRADERS IN YOUR ROOM RIGHT AFTER A SUDDEN RAINSTORM DRENCHED THEM AT RECESS.



TEACHING A POTTERY CLASS AND HAVING EVERY PROJECT COME OUT LOOKING LIKE A SMOKING DEVICE.



WARSON ©82

Debate



John Cahill

Can we eradicate sex role stereotypes in the foreseeable future?

John Carl Davis is activities coordinator at West Seattle High School. He previously taught English to 6th, 7th, and 8th graders. Davis serves on the executive board of the Seattle Teachers Association and on NEA's Resolutions Committee. He recently resigned from the Washington Education Association's board of directors because of the demands placed on his time as a single parent.

Gloria Fernandez is an active member of the NEA Women's Caucus. She teaches English and social studies to high school students with special needs at the Whittier Alternative Program in Bethesda, Maryland. Fernandez represents the Chicano-Hispano Caucus on NEA's Political Action Committee. She recently ran for the state legislature—a "losing but educational" campaign.



Joe Di Dio

YES

As responsible human beings, we are capable of choosing our future and making it happen. The future that I choose is one in which stereotyping in our society is eliminated, not just decreased.

I choose this future not only for the three daughters (ages 7, 9, and 11) that I'm raising, but also for the son (age 13) my ex-wife is raising. The collective hope for all children is a world in which sexism, racism, ageism, and all other debilitating "isms" are rendered obsolete.

This goal can be achieved only through the commitment of individuals—men and women—to the belief that each person has a right, if not a responsibility, to fulfill his/her potential as a human being. This commitment must be acted upon again and again to ensure that sex role stereotyping is eliminated.

Progress has been made in recent years. For instance, games and toys—an extension of our society's value system—have changed. The doll world of "Betsy Wetsy," "Chatty Cathy," and "Barbie" has given way to "GI Joe," "Ken," and "Star Wars Action Figures." In secondary schools, sports programs for young women have expanded in the last decade from little or nothing to include volleyball, golf, softball, basketball, swimming, cross-country, gymnastics, track and field, and soccer. Young women have changed from spectators to participants.

Further advances have been made in the area of nontraditional work roles. The number of male elementary teachers, especially at the primary and kindergarten levels, has increased. More men are becoming flight attendants—and househusbands. The number of women involved in the heavy construction trades has grown, as has the number employed as fire fighters and truck and bus drivers. The Supreme Court now has a woman on it.

In the Seattle school district, teachers on the textbook selection committee have been trained to screen books not only for racial and cultural bias, but also for sex bias. No longer do they adopt texts on the fourth grade level that speak of the

"pioneers and their wives" moving west. No longer does Jane bring lemonade to Dick and hand him nails to hammer. In today's readers, fathers and mothers go off to work in the morning. Fathers are shown sharing in the family communal chores of cleaning and cooking. No longer do the story problems in elementary math have the men tackling the hard questions while the women figure out how to cut a muffin recipe in half. We have come a long way in Seattle.

The content of high school literature anthologies has also changed. The first anthology I used as a beginning teacher was deficient and deplorable. It contained only two female poets, Edna St. Vincent Millay and Amy Lowell—and one minority poet, James Weldon Johnson. The last anthology I used contained innumerable works by women and by various ethnic minorities, illustrating that our nation is full of persons with talent and insight, and that appearing in an anthology of American literature is not an exclusively white male right. Another step toward eradication of stereotypes.

I would be remiss not to address TV programming in a consideration of sex stereotyping. How many of you remember when Pauline Fredricks was the one woman reporter on television? We have seen an increase in the number of women as news reporters, analysts, and even sports commentators. Public educational television stations have done an admirable job of making viewers, young and old, aware of sex stereotyping. Meanwhile, radio too has been changing, with the advent of women disc jockeys and talk show personalities.

From my viewpoint as a parent and a teacher, these are all steps in the evolutionary process of eliminating sex role stereotyping. The ultimate demise will come! We will achieve it through the commitment of men and women who are courageous, plucky, and sensitive to the issues of sex stereotyping in everyday life. These folks will prevail. As Susan B. Anthony said, "Failure is impossible."

In spite of recent progress toward sex equity, our society still typecasts people according to gender—and will continue to do so, I fear, for some time to come.

We have begun to desex our language in response to the feminist movement—but strangely enough, only for women. It's curious that the suffix "-person" now usually connotes woman. Men continue to be called "chairmen," "firemen," "doormen," and "congressmen." Women have finally graduated into "persons," yet men remain "men"!

Such language reflects the inequality of women in our society. We are not treated equitably. Witness the following:

- In many states, a married woman still cannot open a bank account or use her own charge card without her husband's permission. In one state, a woman's clothes legally belong to her husband.
- Many other state laws discriminate against women, particularly in the area of property rights.
- The average woman with a college degree still earns less than the average male high school graduate.
- Though women now make up over half the U.S. labor force, they account for only small percentages of the nation's tenured college professors, high school principals, doctors, lawyers, business executives, and scientists.
- Only a minute proportion of the monies spent on high school and college sports programs goes to activities in which girls and women can participate.

To be fair, I must point out that men also receive the short end of life's stick in some ways—which I find equally deplorable:

- Men are conscripted to serve in the military in times of national emergency; women are not.
- Mothers are more likely than fathers to win custody of their children during divorce proceedings.

How far have we really come? From a feminist point of view, it's possible to

argue that little meaningful shift in status has occurred since women won the right to vote in 1920. The recent failure of the Equal Rights Amendment to win ratification only adds to my pessimism.

Few objective observers will dispute that most working women still hold underpaid jobs. Most wives are still expected to place their career aspirations second to those of their husbands. Women still tend to be regarded as sex objects.

By implying that women should spend their lives as homemakers, we still fail to prepare young girls for the reality that by the year 2,000, nearly 63 percent of all women over age 16 will be active members of the labor force.

I do not deny that important changes in behavior are taking place. Many men have dropped restrictive macho roles (some even teach in the elementary grades). Many women are learning to trust themselves as they drop equally restrictive dependency roles.

I sometimes wonder how I find myself in the positions I do. In my own life, I know that the things I do rub against the grain of the way I was brought up.

In my Hispanic community, girls were protected and were supposed to stay home until we married—yet I insisted upon going to college. Chicano women just don't run for political office—yet I did.

Over and over, I'm told that because I'm a woman, I have to be better than a man. And because I'm also a minority, I have to be even better than better. Often I didn't have a role model, but I like to think I might be able to serve as one—not only for Hispanic women, but also for Hispanics and for women in general.

We still have a real struggle on our hands if we are to enter the 21st century, less than 20 years away, with true equality between the sexes. Given our slow progress so far in eradicating outdated sex role stereotypes, I'm afraid the young girls I see in my classroom today may continue to become the second-class human beings of tomorrow.

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